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AUTHOR	Stadt, Ronald W.; Diggs, Carolyn
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ABSTRACT

A project was conducted to provide inservice education for university vocational education teachers and to develop a locally directed evaluation model. This locally directed evaluation plan was designed to help vocational education departments organize and conduct evaluation activities. The need for program evaluation has been articulated at all levels of vocational education. University units that use locally directed evaluation programs will be better able to demonstrate demand for their products and effectiveness of ongoing programs to federal agencies. This final report contains the locally directed evaluation model and an analysis of workshop activities conducted during its development. The model is organized in three parts: evaluation of instruction, evaluation of research, and evaluation of service. Included within the evaluation of instruction are evaluation of content (needs of employer, needs of students), evaluation of inputs (personnel, facilities and equipment, instructional materials, and finances), evaluation of the process, and evaluation of the product (exit interview, student follow-up, and employer follow-up). An annotated reference list is also included in the project report. (KC)

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ED204541

Locally Directed Evaluation Model

Sponsored by
Illinois State
Board of Education

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Adult, Vocational
and Technical
Education

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CE 029 441

Final Report Abstract:

Department of Adult, Vocational and Technical Education
Funding Agreement Number: R-35-21x-0531-346

Official Project Title: Locally Directed Evaluation Model

Project Director: Ronald W. Stadt

Funded Agency: Department of Vocational Education Studies
Southern Illinois University

Location: Carbondale, Illinois

Time Period Covered: August 1980 to June 1981

Abstract

Title of Project: Locally Directed Evaluation Project

Funding Agreement Number: R-35-21-x-0531-346

Principal Investigators: Ronald W. Stadt
Carolyn Diggs Reed

Institution: Southern Illinois University

Location: Carbondale, Illinois

Time Period Covered: August 1980 to June 1981

Objectives of the Project:

To involve all units which participated in the first project year and add 3 or more units.

To provide inservice activities for SIU-C personnel.

To provide inservice activities for personnel from other universities.

To further develop the model to improve transportability.

To conduct meta evaluation activities.

Expected Contribution or Impact on Vocational Education:

This locally directed evaluation plan was designed to help vocational education departments organize and conduct evaluation activities. The need for program evaluation has been articulated at all levels of vocational education. University units which utilize locally directed evaluation programs will be better able to demonstrate demand for their products and various resources and, effectiveness of on-going programs to funding agencies. Using locally directed evaluation will enable university units to explicitly show the extent to which goals were achieved and the effectiveness of programs in state annual plan and accountability reports. A system of locally directed evaluation activities will enable university units to be better prepared for external evaluation agencies such as NCATE, NCA, and the University Council on Vocational Education. The use of locally directed evaluation would also facilitate effective program planning.

Products Delivered: A final report containing the locally directed evaluation model and workshop analysis was delivered to the sponsoring agency.

Expenditure of Funds: There was no discrepancy between the Illinois State Board of Education/Department of Adult, Vocational and Technical Education Funding Agreement amount and actual expenditures claimed.

Paid Participants in Activity:

Project Director:

Ronald W. Stadt
Professor, Occupational Education
Department of Vocational Education Studies
Southern Illinois University - Carbondale

Dr. Stadt has served as a DAVTE on-site evaluation team leader longer than any other. He has led 33 teams, among them many colleges and multiple attendance secondary districts in nearly all regions of the state. He regularly teaches a graduate course on program evaluation, has published several articles on evaluation and planning, and has consulted with universities and other agencies on these and related matters. He drafted two of the DAVTE LDE activities.

EDUCATION

B.S., Illinois State University, Normal, Illinois, 1957.
M. Ed., University of Illinois, Urbana, Illinois, 1958.
Ed. D., University of Illinois, Urbana, 1962.

EXPERIENCE

1962-1969 -- Associate Professor, University of Alberta, Edmonton.
1964-1967 -- Director of Education, American Institute of Baking, Chicago, Illinois.
1967-1969 -- Associate Professor, School of Technology, SIU-C.
1969-1975 -- Professor, Chairman, Occupational Education; Assistant to Vice President; Coordinator of Development, College of Education.
1975-Present -- Professor, Vocational Education Studies

Project Associate:

James A. Sullivan
Professor, Occupational Education
Department of Vocational Education Studies
Southern Illinois University - Carbondale

EDUCATION

B.S., Fairmont State College, 1959
M.A., West Virginia University, 1964
Ed.D., West Virginia University, 1967

EXPERIENCE

1959-1960 -- Mechanician, Physics Department Research Shops, West Virginia University, Morgantown, West Virginia.
1960-1964 -- Teacher, Wicomico County Board of Education, Salisbury, Maryland.
1964-1968 -- Director, Wicomico County Vocational-Technical Center, Maryland.
1968-1971 -- Assistant Professor, SIU-C.
1971-1974 -- Associate Professor, SIU-C.
1974-Present -- Professor and Chairman, Vocational Education Studies, SIU-C.

Project Assistant

Wayne S. Ramp
Professor, Occupational Education
Department of Vocational Education Studies
Southern Illinois University - Carbondale

EDUCATION

B.S., Bradley University, 1947.
M.S., Bradley University, 1951.
Ed.D., Bradley University, 1956.

EXPERIENCE

1947-1956 -- Chairman, Industrial Education, Streator Township High School, Streator, Illinois.
1956-1957 -- Assistant Director, Baghdad Technical Institute, Baghdad, Iraq
1957-1962 -- Assistant Professor, SIU-C.
1962-1968 -- Associate Professor, SIU-C.
1968-Present -- Professor and Research Coordinator, Vocational Education Studies, SIU-C.

Research Assistant:

Carolyn Diggs Reed
Graduate Assistant, Occupational Education
Department of Vocational Education Studies
Southern Illinois University - Carbondale

EDUCATION

Associate Arts, Southeastern Illinois College
B.S., Southern Illinois University - Carbondale
M.S., Southern Illinois University - Carbondale

EXPERIENCE

1973-1980 -- Instructor, Carmi High School, 800 W. Main, Carmi, Illinois.
1980-Present -- Graduate Assistant, Southern Illinois University - Carbondale, Illinois.

Secretary:

Kathryn Ann Mellon
Secretary, Occupational Education
Department of Vocational Education Studies
Southern Illinois University - Carbondale

Consultant:

Tim L. Wentling
Associate Professor
Department of Vocational - Technical Education
University of Illinois

Dr. Wentling has been more involved in the development of DAVTE 3-phase program approval and evaluation processes and the related LDE system than any other save people in the Springfield DAVTE office. He is more capable and experienced as a writer/speaker on vocational program evaluation than any other.

EDUCATION

B.S. (cum laude) University of Wisconsin - Stout, Memonomie
M.S. University of Wisconsin - Stout, Memonomie

Ph.D. University of Illinois, Urbana

EXPERIENCE

1965-1968 (various periods) -- Graduate Assistant, University of Wisconsin-Stout, Memonomie, Wisconsin.
1968-1971 -- Instructor, Champaign Centennial High School, 913 Cresent Drive, Champaign, Illinois.
1969-1970 -- Coordinator, Cooperative Vocational Education, Champaign Community Schools, 703 S. New Street, Champaign, Illinois.
1976-1976 -- Assistant Professor, Department of Vocational and Technical Education, College of Education, University of Illinois, Urbana, Illinois.
1976-Present -- Assistant Professor, Department of Vocational and Technical Education, College of Education, University of Minnesota.

Product Abstract:

1. Title of material Locally Directed Evaluation Model

2. Date material was completed May 21, 1981

3. Please check one: New material X Revised material _____

4. Originating agency Department of Vocational Education Studies

 Address SIU-C Carbondale, IL Zip Code 62901

5. Name(s) of developer(s) Ronald W. Stadt/Carolyn Diggs Reed

 Address SIU-C Carbondale, IL Zip Code 62901

6. Developed pursuant to Contract Number R-35-21-x-0531-346

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 USOE Code

 _____ 01 Agricultural Education
 _____ 03 Business and Office Education
 _____ 04 Distributive Education
 _____ 07 Health Occupations Education
 _____ 09 Home Economics Education
 _____ 10 Industrial Art Education
 _____ 16 Technical Education
 _____ 17 Trade and Industrial Education
 _____ 22 Cooperative Education
 _____ Career Education
 X Other (Specify) All Vocational Education Units

8. Education Level

 _____ Pre-K Thru 6
 _____ 7-8
 _____ 9-10
 _____ 11-12
 X Post-Secondary
 _____ Adult
 _____ Teacher (Pre-Service)
 _____ Administrator (Pre-Service)
 _____ Other (Specify) _____

9. Intended for Use By:

 _____ Student
 _____ Classroom Teacher
 _____ Local Administrator
 _____ Teacher Educator
 _____ Guidance Staff
 _____ State Personnel
 X Other (Specify) All Vocational Education Professionals

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13. Is Training Required for Optimum Use of These Materials: Yes ____ No X

14. Are Consultive/Training Services Available? Yes X No ____

Contact: Ronald W. Stadt or Carolyn Diggs Reed
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Carbondale, IL 62901

15. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.):

General Objective: To help vocational teacher education departments organize and conduct evaluation activities.

Method of Use: To be used by an evaluation committee, named and charged with specific evaluation responsibilities.

Content and Organization:

A. Evaluation of Instruction

CONTENT

1) Needs Assessment of Employer

This activity is designed to determine "wants" re future vocation education personnel. Potential employees are polled to obtain a list of functions, competencies, and specific skills.

2) Needs Assessment of Potential Students

This activity is designed to determine potential students and their vocational needs. It will yield information relevant to decisions about programs by specialty and level.

INPUTS

1) Personnel Evaluation

This activity is designed to evaluate instruction, research, service, and other functions of personnel and to provide individual opportunities to build on strengths and alleviate weaknesses.

2) Facilities and Equipment Evaluation

This activity is designed to assess adequacy of facilities and equipment which are utilized by staff and students.

3) Evaluation of Instructional Materials

This activity is designed evaluate the quality of instructional materials which are utilized by staff and students.

4) Financial Analysis

This activity is designed to determine how finances are acquired and used within vocational education units.

PROCESS

1) Planning, Evaluation and implementation assessment

PRODUCT

1) Exit Interview

This activity allows immediate feedback from graduates re program strengths and weaknesses.

2) Student Follow-Up

This activity is designed to survey graduates of programs at all levels.

3) Employer Follow-Up

This activity is designed to survey immediate supervisors of graduates.

B. Evaluation of Research

This activity is designed to identify perceived needs for funded projects by internal personnel, to determine whether goals of projects have been met, and to determine wh t outcome and/or input research efforts shall have/have had on the unit and the university.

C. Evaluation of Service

This activity is designed to assess prior cities for service activities within the unit, the university, and the larger community.

16. Person Completing this Abstract: _____

Full Address:

_____ Zip Code _____

Workshop Summary:

Arrangements for space, AV equipment etc. . . and information flow to potential participants were managed by the graduate assistant.

The Locally Directed Evaluation Model Workshop was conducted November 13, 1980 in the Ohio Room of the Southern Illinois University Student Center. The workshop was conducted between the hours of 9:00 a.m. to 3:00 p.m.

Attendance by units was:

Agricultural Education	1
Business Education	4
Home Economics Education	2
Occupational Education	11
School of Technical Careers	3
Department of Education Leadership	2
College of Education	2
Special Education	2
College of Human Resources	1
TOTAL	28

See Appendix A Participants: LDEM Workshop November 13, for names and affiliations.

See Appensix B LDEM Workshop Agenda for topical outline, which was followed within the larger concern to satisfy participants interests.

Note: Participants of the LDEM Workshop were personally known by the workshop developers. Arrangements were made to accommodate those participants. Therefore, no mention is made of unique requirements on the pre-registration form. See Appendix C.

Attendance to the LDEM Workshop was smaller than expected. A conflict in scheduling occurred. Two other DAVTE workshops were being conducted simultaneously.

The LDEM workshop was evatuated via a rating scale which was mailed to participants. See Appendix D. LDEM Workshop Evaluation.

See Appendix E for correspondence and promotion of the workshop.

Resource Listing:

1. Abramson, Tittle, Cohen. Handbook of vocational education evaluation. Severly Hills, CA: Sage Publications, Inc., 1979, 600 pp.

 Evaluation issues are examined in the context of current vocational education programs and practices, with the specific purpose of assisting evaluators, administrators, policy makers, and all others working with these programs.

2. Adams, Kay Angona, and Walker, Jerry. Improving the accountability of career education programs: evaluation guidelines and checklists. Columbus, OH: National Center Publications, 1979, 103 pp.

 Discusses planning, implementation, communication, and use of evaluation results. Includes a self-assessment scale and sixteen checklists.

3. Anderson and Ball. Encyclopedia of educational evaluation. San Francisco, CA: Jossey-Bass, Inc. Publishers, 1975, 472 pp.

 Arranged like an encyclopedia, this book unifies and systematizes the field of evaluation by organizing its main concepts and techniques into one volume.

4. Anderson and Ball. The profession and practice of program evaluation. San Francisco, CA: Jossey-Bass, Inc. Publishers, 1978, 252 pp.

 A guide to program evaluation as well as a discussion of many issues concerning evaluation of educational institutions, government agencies, businesses and many other organizations.

5. Apker, Wesley. Policy issues in interrelating vocational education and CETA. Columbus, OH: National Center Publications, 1979, 16 pp.

 Discusses future directions in vocational education and training pointing out that vocational education must be prepared to think in new and creative ways to make a meaningful impact on training for rapid changes in the next decade.

6. Asche, Marion and Vogler, Daniel. Assessing employer satisfaction with vocational education graduates. Columbus, OH: National Center Publications, 1980, 41 pp.

Reviews types of employer surveys, includes abstracts of the major types of studies done, and analyzes problems, issues and benefits related to gathering data on employer satisfaction with vocational education and its students.

7. Atteburg and Stevens. A vocational education guide to the CETA system. Arlington, VA: Publication Sales AVA.

The authors examine the Comprehensive Employment Act (CETA), strategies for cooperative efforts with vocational educators, and potential barriers to coordination.

8. Baker, Eva L. New directions in evaluation research: implications for vocational education. Columbus, OH: National Center Publications, 1979, 15 pp.

Outlines a brief history of evaluation efforts from the early seventies to the present and points out the changes in the political climate of the country have had implications for education in general and especially for evaluation methodology and rationale.

9. Baues, Michael. Measuring the impact of employment-related social programs. Kalamazoo, MI: W.E. Upjohn Institutes.

A primer on the evaluation of employment and training, vocational education, vocational rehabilitation, and other job-oriented programs.

10. Bolland, Kathleen A. Vocational education outcomes: an evaluation bibliography of empirical studies. Columbus, OH: National Center Publications, 1979, 127 pp.

Provides information on thirty-one empirical studies of vocational education outcomes conducted during the past decade.

11. Buras, Oscar. Vocational tests and reviews. NJ: The Gryphon Press, 1975.

Lists vocational tests and gives a short review of each.

12. Campbell and Stanley. Experimental and quasi-experimental designs for research. Chicago, IL: Rand McNally and Co.

This book has experimental illustrations from educational research, social sciences in general, and the methodological recommendations.

13. Cole, Sheilia. Working kids on working. NY: Lathop, Lee & Shepard Co, 1979.

Discusses the results of two studies done on teenage workers.

14. Cronback & Associates. Toward reform of program evaluation. San Francisco, CA: Jossey-Bass, Inc. Publishers.

Presents a progmatic view of what evaluation can accomplish and outlines improvements in methods and design.

15. Daniels, Harry and Boss, Richard. Illinois career guidance handbook. Macomb, IL: Curriculum Publications.

The content areas covered include 1) Career Guidance: program planning and development, 2) identifying resources, 3) implementing programs, and 4) evaluating programs.

16. Darcy, Robert L. Some key outcomes of vocational education: a report on evaluation criteria, standards and procedures. Columbus, OH: National Center Publications, 1980, 75 pp.

Provides vocational education administrators and others involved in evaluation policy a detailed discussion of fifteen key outcomes of vocational education, issues, operational procedures, and results of pilot testing these procedures.

17. Darcy, Robert L. Vocational education outcomes: perspective for evaluation. Columbus, OH: National Center Publications, 1979, 43 pp.

18. Edsall, Richard. A guide for local program evaluation. Columbus, OH: National Center Publications, 1973, 12 pp.

Identifies ten steps to serve as a skeletal structure in determining evaluation procedures, committee organization, and the collection and utilization of data.

19. Education Commission of the States, disseminated by the National Center for Research in Vocational Education. Evaluation of vocational education: roles, responsibilities, and responses of state and federal agencies. Columbus, OH: National Center Publications, 1979, 70 pp.

Reviews the evaluation requirements for vocational educators at the state and federal levels based on the Education Amendments of 1976, and provides an overview of ongoing evaluations, related reviews and studies.

20. Erickson, Richard and Wentling, Tim. Measuring student growth: techniques and procedures for occupational education. Boston, MA: Allyn and Bacon, Inc.

This book has procedures and techniques for selecting, developing, applying, and evaluating teacher-made and standardized vocational education tests.

21. Farley, Joanne. Vocational education outcomes: a thesaurus of outcome questions. Columbus, OH: National Center Publications, 1979, 60 pp.

Lists over 200 vocational education outcome questions from the literature and communication with practitioners, researchers, and others.

22. Feaster, Thelma J., Peterson, John C., Lynd, Charles W., and others. Databases and clearinghouses: information resources for education--1979 edition. Columbus, OH: National Center Publications, 1979, 156 pp.

Provides a selection of one-page summaries of fifty-four databases, thirty clearinghouses, and the sixteen Education Resource Information Center (ERIC) clearinghouses.

23. Fitz-Gibbon and Morris. Program evaluation kit, 8 books. Beverly Hills, CA: Sage Publications, Inc., 1978.

This series has eight practical guides. The titles are:

Evaluator's Handbook

How to Design a Program Evaluation

How to Calculate Statistics

How to Measure Program Implementation

How to Measure Attitudes

How to Present an Evaluation Report

How to Measure Achievement

How to Deal with Goals and Objectives

24. Franchak, Stephen J., and Spirer, Janet E. Evaluation handbook volume I: guidelines and practices for follow-up studies of former vocational students. Columbus, OH: National Center Publications, 1978, 230 pp.

Includes specific techniques, legislation requirements, development of forms and instruments, guides for interpreting data, alternatives for reporting and a bibliography.

25. Franchak, Stephen J., and Spirer, Janet E. Evaluation handbook volume II: guidelines and practices for follow-up studies of special populations. Columbus, OH: National Center Publications, 1979, 273 pp.

Examines context, definitions, and strategies. Identifies current problems and issues along with existing practices that have proven to be successful.

26. Guttentag and Struening. Handbook of evaluation vol 1 and vol 2. Beverly Hills, CA: Sage Publications, Inc.

Volume I emphasizes conceptualization and design strategies. Volume 2 applies the techniques of evaluation research to selected content areas such as mental health, compensatory education, new careers, and public health programs.

27. Hoyt, Kenneth B. Evaluation of K-12 career education: a status report. Washington, DC: Supt. of Documents, 1980, 44 pp.

Attempts to summarize and report in studies concerned with the evaluation of career education.

28. Kester, Ralph J. Using systematic observation techniques in evaluating career education. Columbus, OH: National Center Publications, 1979, 64 pp.

Focuses on observing, interviewing, and gathering data unobtrusively, and presents considerations for use.

29. Malak, Sharon, Spirer, Janet E., and Pelligrini-Land, Brenda. Assessing experiential learning in career education. Columbus, OH: National Center Publications, 1979, 124 pp.

Explains methods that may be used to evaluate experiential learning programs, and provides fifteen papers with secondary and post-secondary viewpoints and suggestions.

30. McCaslin, N. L., and Walker, Jerry P. A guide for improving locally developed career education measures. Columbus, OH: National Center Publications, 1979, 52 pp.

Includes material on planning and designing instruments, checking reliability, eliminating stereotypes, and gauging reliability.

31. McCaslin, N. L., Gross, Charles J., and Walker, Jerry P. Career education measures: a compendium of evaluation instruments. Columbus, OH: National Center Publications, 1979, 354 pp.

Lists over 200 abstracts and includes a rating form, reference lists, and bibliography.

32. Miers, Gary. Handbook of special vocational needs education. Gaithersburg, MD: Aspen Systems Corporation, 1979.

Covers procedures for evaluating students and programs in vocational special needs education, the development of successful special needs programs, curriculum modification techniques and strategies, the parents' role in supporting vocational training, and the administrator's role in

establishing and supervising special needs programs.

33. Morgan & Isby. Evaluating clinical competence in the health professions. St. Louis, MO: C. U. Mosly Company.

Gives skills and procedures for evaluating student performance in hospitals, laboratories, and health care clinics.

34. National Center for Research in Vocational Education. The status of vocational education: school year 1975-76. Columbus, OH: National Center Publications, 1978, 185 pp.

Presents information on key questions of concern to those planning, implementing, and evaluating vocational education programs.

35. Paul, Krishan K. A manual for conducting follow-up surveys of former vocational students. Columbus, OH: National Center Publications, 1975, 71 pp.

Outlines a procedure for obtaining and using student follow-up data as a most critical requirement for evaluating the impact of vocational programs.

36. Popham, James, ed. Evaluation in education. Berkely, CA: McCutchan Publishing Corporation, 1974, 585 pp.

This book offers nine chapters each written by recognized scholars.

37. Shannon, Thomas A. The role of local school boards in the development and direction of programs of occupational education. Columbus, OH: National Center Publications, 1980, 15 pp.

Outlines some of the potential and economic issues facing schools today and speculates on the directions education, particularly vocational education, will take in light of certain court decisions and interpretations of the law.

38. Stephens, Nancy. Evaluation guidelines and practices for state advisory council. Columbus, OH: National Center Publications, 1980, 46 pp.

Provides state advisory councils and their staff with background, techniques, and forms for resource assessment, needs assessment, performance audit and general program audit for vocational education.

39. Stevenson, William W. Vocational education evaluation: problems, alternatives, recommendations. Columbus, OH: National Center Publications, 1979, 61 pp.

Suggests several possible approaches decision makers in each state should consider in seeking methods of improvement.

40. Stevenson, William, and Ward, William. Conducting evaluation within a state: information for state leaders. Columbus, OH: National Center Publications. 1973, 26 pp.

Addresses terminology in evaluation, use of evaluation, pressures for evaluation, and conflicts in evaluation. Basic criteria are provided for selecting an evaluation system.

41. Stufflebeam, Daniel. Standards for evaluation of educational programs, projects, and materials. St. Louis, MO: McGraw-Hill Book Co., 1980, 161 pp.

Presents 30 separate standards for use in assessing plans, operations, and reports.

42. Tabbert, Jack F. The role of private trade and technical schools in a comprehensive human development system: implications for research and development. Columbus, OH: National Center Publications, 1979, 17 pp.

Discusses the role of proprietary trade schools in the total educational effort and advocates greater cooperation between the proprietary schools and non-proprietary schools, especially state-supported community colleges providing similar job training.

43. Taylor, Carolyn M., Darcy, Robert L., and Bolland, Kathleen A. Vocational education outcomes: annotated bibliography of related literature. Columbus, OH: National Center Publications, 1979, 107 pp.

Categorizes over eighty publications that include data-base reports, review and synthesis papers, evaluation methodology and related themes.

44. Tuckman, Bruce. Evaluating instructional programs. Boston, MA: Allyn & Bacon, Inc.

Gives clear and explicit forms, designs, rules and examples to effectively guide administrators through instructional program evaluation.

45. Evaluation criteria: fifth edition. Arlington, VA: National Study of School Evaluation, 1978, 361 pp.

The manual is presented in two parts. Part I provides suggestions for use of the evaluation criteria by school staffs in their self-evaluations and by visiting committees. The second part discusses the background and development of the evaluation criteria.

Accomplishments:

OBJECTIVE I: TO INVOLVE ALL UNITS WHICH PARTICIPATED IN FIRST PROJECT YEAR AND ADD 3 OR MORE UNITS.

The project proposal and abstract were mailed to members of the Liaison Advisory Council. The principal investigator made two presentations to the LAC. Presentations stressed: the importance of articulated planning and evaluation, the porject objectives and calendar, and a description of LDE activities completed during the first project year.

The major effect of presentations to the LAC was attendance at the LDE workshop. (See Appendix A, Participants: LDEM Workshop November 13.) All units which participated in the first year workshop were in attendance. Two new units were added. A conflict in scheduling with other workshops accounted for fewer new units attending.

OBJECTIVE II: TO PROVIDE INSERVICE ACTIVITIESFOR SIU-C PERSONNEL.

Arrangements for space, AV equipment, etc. and information flow to participants were managed by the graduate assistant.

An LDE workshop was conducted on November 13.

Attendance by units was:

Agricultural Education	1
Business Education	4
Home Economics Education	2
Occupational Education	11
School of Technical Careers	3
Department of Educational Leadership	2
College of Education	2
Special Education	2
College of Human Resources	1
TOTAL	28

See Appendix A Participants: LDEM Workshop, November 13, for names and affiliations.

See Appendix B LDEM Workshop Agenda for topical outline, which was followed within the larger concern to satisfy participant needs.

OBJECTIVE III: TO PROVIDE INSERVICE ACTIVITIES FOR PERSONNEL FROM UNIVERSITIES.

The principal investigator made two presentations to the University Liaison Council--one in October 9 and in February 25. The first presentation (1) outlined features of the Locally Directed Evaluation Model. (2) Solicited and received various inputs re development of aspects of the model. (3) Proposed and received various inputs re an on site-evaluation model, whereby teams might represent DAVTE in consultative evaluations at universities with liaison contacts. Representatives from Western Illinois University and the University of Illinois were at first extremely resistive and then adamant, vehement, and vociferous in suggesting that an on-site evaluation should deal only with what occurs under a liaison contract. (This had earlier been announced as a design parameter.)

The second presentation entailed discussion of a proposal on-site evaluation system. (See Appendix F.) This proposed evaluation activity was discussed at length. Several universities were at first receptive, i.e., Eastern Illinois University, Chicago State University, and Southern Illinois University Carbondale. Representatives from Western Illinois University and the University of Illinois were even more resistive and vociferous than when the matter was first discussed and they agreed that on-site evaluation of work pursuant to liaison contracts should be pursued. Initially the council voted to support pursuit of the matter and pilot testing at one or two institutions. Fortunately, later in the day the Council voted unanimously not to support the matter. Before then, the principal investigator had decided not to consider a third project year because many of the liaison officers are incorrigible re the relationships of planning and evaluation and the advantages of external reviews which deal specifically with vocational education units in university milieus.

OBJECTIVE IV. TO FURTHER DEVELOP THE MODEL TO IMPROVE TRANSPORTABILITY.

The principal investigator worked with the consultant and graduate assistant to improve transportability of the LDEM.

See Appendix G Locally Directed Evaluation Model.

OBJECTIVE V. CONDUCT META EVALUATION ACTIVITIES.

Meta evaluation activities were conducted according to plan. Dr. Wentling evaluated, critiqued and editted everything prepared by Ronald W. Stadt and Carolyn Diggs. Likewise Dr. Stadt evaluated, critiqued and editted everything developed by Dr. Wentling and Ms. Diggs. The results of meta evaluation are reflected in both the quality and quantity of materials in the LDEM. Meta evaluation continues at SIUC as the Department of Vocational Education Studies implements the LDEM. It may continue at other universities which pursue LDE and have professionally capable and willing to conduct same.

Resource Person:

Tim Wentling
Associate Professor
Department of Vocational-Technical Education
University of Illinois

The consultant conducted the LDE workshop on November 13. He contributed to the development of the LDEM by developing procedures and instruments. The consultant spent two days consulting with the principal investigator and the graduate assistant in April. The graduate assistant spent two days with the consultant in June for final editing.

Statement of Impact:

At SIU-C, LDE has potential for improving programs and services for approximately 550 teacher education students and 3300 non-teacher education students. Of the latter, approximately 1700 are students in associate degree programs reimbursed by DAVTE. Teacher education and associate degree programs have been impacted upon by LDE activities conducted during the first project year. Professionals in the five schools and colleges which are party to the one-and-five year plan will be directly affected during the second project year. Other universities will be more affected during the second year than during the first project year.

The number of business and industry situations and the number of public vocational education students which will, in turn, be affected by SIU-C graduates cannot be estimated. The latter will, of course, be tens of thousands over a short span of years.

Local impacts will continue for, at least, several years. With funding and to some degree without funding, people in various departments and degree-granting units can be expected to continue conducting LDE activities such as student and employer follow-up, which are important to external reviews, and student evaluation of instruction, which are important to planned program renewal. It is expected that kinds of LDE activities conducted will be expanded in the second year the better to accommodate SBE, NCATE, NCA, and other external evaluations and evaluations

generated by Graduate School and Academic Affairs at SIU-C.

Thinking in several units is supportive of LDE. Witness previous one-and-five year SIU-C plans. Several units have been subjected to many external evaluations in recent years and want to be better prepared for same in future by regularizing LDE activities.

Conclusions and Recommendations:

It is plain to see that educators are busy fighting rear guard actions. They are beset by many external evaluations. To succeed in depression, they must conduct context, input, process, and product evaluations. Few educations deny this. But, very very few will conduct local or welcome external evaluations unless forced to do so. It seems that few professors are aware of proper/effective campus political economics for vocational education.

Therefore, it seems appropriate to recommend that universities which train vocational teachers:

1. Adapt/adopt the LDEM.
2. Incorporate elements of LDE and program evaluation into pre-service programs the better to assure that future generations of educators will utilize evaluation skillfully.

It also seems appropriate to recommend that DAVTE:

1. Encourage LDE at universities via liaison contracts.
2. Not shelve the concept of external reviews.
3. Attempt to influence the selection/appointment and in-service development of liaison officiers who are conversant with vocational education.

And program evaluation, experienced with DAVTE program approval and evaluation processes, and generally astute re campus political economics.

4. Incorporate into One-and-Five Year Plan.
5. Establish a committee to insure evaluations.

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The need for program evaluation has been articulated for all levels of Vocational Education. P.L. 94-482, the 1976 Education Amendments, mandated data-collection and analysis for various local, state, and federal agencies involved in vocational education. State annual plan and accountability reports must show explicitly the extent to which goals were achieved in the previous year and to the effectiveness programs as indicated by evaluation findings.

A mandate for special evaluation of professional development, research, and service programs conducted by university vocational education units has not been legislated. Conditions in the vocational and higher education communities are tantamount to a legislative mandate. As federal and state budgets become tighter, university units which utilize locally directed evaluation programs will be better able to demonstrate demand for their products, need for various resources, and effectiveness of on-going programs. Only through sound evaluation practices can they expect fair shares of monies.

Five pertinent theories run through current federal vocational education policy:

1. The role of vocational education in the nation's employment and training programs.
2. Vocational Education in rural America.
3. Race and sex compliance in vocational education.
4. Vocational education for special need populations.
5. The role of vocational education's products in the economy.

Reflecting these themes, the state of Illinois developed fourteen interests for vocational education:

1. Increase the public awareness of vocational education.

2. Provide access and equity for all citizens who can benefit from vocational education.

3. Incorporate new and expanded economic concepts within vocational education.

4. Expand the vocational education opportunities and programs for older citizens.

5. Enhance basic skill development of individuals through vocational instruction.

6. Develop job survival skills.

7. Expand the development and integration of competency-based vocational education.

8. Build a stronger and closer bond between educational agencies and business, industry, and labor.

9. Expand Cooperation and Coordination among agencies that sponsor and deliver job preparation.

10. Maintain flexibility in offering vocational education to ensure responsiveness to individual and economic needs.

11. Improve or upgrade and train new vocational educators.

12. Improve planning and evaluation of vocational education.

13. Advance Policy Formulations and legislative development related to vocational education.

14. Explore vocational education needs, develop new processes and products for dissemination to improve programs.

The above illustrates that effective program planning and evaluation are rooted in both federal and state policy. Planning and evaluation have significant impact on program improvement and change in vocational education. Much planning for change in vocational education must take place in universities. Evaluation and research are essential to evaluation and policy making. Policy making, a political mechanism, is essential to change.

Vocational education units in universities have been evaluated by external agencies such as NCATE, NCA, and the University Council on Vocational Education and rarely by ad hoc visitation teams which have been invited to

perform special evaluation tasks. It is difficult to find a vocational education teacher educator who believes that external evaluations have helped significantly. A system of locally directed evaluation activities could not only provide information for planning program change but could also enable professionals to be better prepared for external evaluations.

An evaluation system must entail means for collecting information at various times in accord with carefully identified needs. That is to say, evaluation activities must make determinations such as needs for programs and courses, alignment of programs with goals and objectives, and service efforts. Locally directed evaluation must be on-going. Various evaluation activities must be done on term-by-term, annual, and longer-term cycles.

This locally directed evaluation plan is designed to help vocational education departments organize and conduct evaluation activities by utilizing committee, named and charged with specific responsibilities. This committee should consist of no more than seven members. It should be assembled, conduct evaluations with dispatch, report findings and recommendations, and be disbanded.

Four tasks should be performed by the committee to prepare an evaluation plan.

1. The committee should conduct an inservice experience for department members to acquaint them with purposes and goals of evaluation process and collect input re same.

2. The committee should develop a calendar for evaluation activities. This calendar should include external and internal evaluation activities and all planning and especially budget-related activities. The calendar should be continuously updated and should be available for all personnel.

3. The committee should construct a file of relevant external and internal evaluation standards, one-and-five-year plans, policy and priority statements of local and state agencies which govern, fund, or in other ways impinge upon the unit, and guidebooks for evaluation of vocational programs.

4. The committee should construct a file of previous evaluation findings and recommendations, advisory committee minutes and reports, follow-up studies, enrollment data, inventories, and whatever other data are important to planning events. Such information (or much of it at least) would be most useful if submitted to computer storage.

An overview of the locally directed evaluation plan with a brief description of each component follows.

A. Evaluation of Instruction

Context

1) Needs Assessment of Employers

This activity is designed to determine employer "wants" re future vocational education personnel. Potential employers are polled to obtain a list of functions, competencies, and specific skills.

2) Needs Assessment of Potential Students
This activity is designed to determine potential students and their vocational needs. It yields information relevant to decisions about programs by specialty and level.

INPUTS

1) Personnel Evaluation
This activity is designed to evaluate instruction, research, service and other functions of personnel and to provide individuals opportunities to build on strengths and alleviate weaknesses.

2) Facilities and Equipment Evaluation
This activity is designed to assess adequacy of facilities and equipment which are utilized by staff and students.

3) Evaluation of Instructional Materials
This activity is designed to evaluate the quality of instructional materials which are utilized by staff and students.

4) Financial Analysis
This activity is designed to determine how finances are acquired and used within vocational education units.

PROCESS

1) Planning, Evaluation and implementation assessment
This activity is designed to ensure and document delivery of high quality instruction of department and non-department courses.

PRODUCT

1) Exit Interview
This activity allows immediate feedback from graduates re program strengths and weaknesses.

2) Student Follow-Up
This activity is designed to survey graduates of programs at all levels.

3) Employer Follow-Up
This activity is designed to survey immediate supervisors

B. Evaluation of Research

Context

1) Analysis of current contracts -
The purpose of this activity is to asse is congruence of current and potential contracts with departmental, college, university, state and national goals.

PROCESS

1) Analysis of Project Reports
The purpose of this activity is to ensure timely delivery of project reports and to provide feedback to project directors. A central report file will also be established.

PRODUCT

1) Solicitation of Feedback from Funding Agencies-
The purpose of this activity is to provide a post hoc view of project success by persons responsible for funding.

C. Evaluation of Service

Context

1) Analysis of Current Activities -
This activity is designed to assess priorities for service activities within the unit, the university and the larger community.

PROCESS

1) Review of Audience Feedback -
The purpose of this activity is to assure and document delivery of services and identify ways of improving services.

D. Evaluation of Administration

The purpose of this activity is to identify both strengths and weaknesses in performance.

TASK ONE

Inservice for Faculty

The committee should conduct an inservice experience for department members to acquaint them with purposes and goals of evaluation process and collect input re same.

TASK TWO

1. The evaluation committee should develop a calendar for the evaluation plan.

Evaluation Activity	Frequency and/or next due date
North Central Association	10 year cycle next review 1988-89
National Council for Accreditation of Teacher Education	10 year cycle next review Fall 1981
Illinois State Board of Education Evaluation	5 and 10 year cycles 5 year Teacher Education Evaluation 10 year Institutional Evaluation next reviews: Fall 1980 Health Occ. Fall 1981 Industrial Arts
	10 year cycle next review Spring 1988-89
	5 year cycle next review 1982-83
Internal Review by Vice-President's Office	6 year cycle next review 1982-83

Evaluation Activity	Frequency and/or next due date
Merit Pay	Annually February 1982
Tenure and Promotion	Arnually November 3 (Dean's Office) December 12 (Vice-President's Office)
Administration Evaluation	3 year cycle
ICE	On Going; After each semester
Student Follow-Up	Annually
Employer Follow-Up	Annually
Exit Interview	As student leaves department
Research Report	Annually May 15, 1982
Service Report	Annually May 15, 1982

TASK THREE

Evaluation Standards

To maximize efficiency and effectiveness, the evaluation committee should contact all agencies which have/will conduct evaluations. For example:

1. North Central Association guidelines should also be obtained each year. The guidelines indicate that the institution is able to specify purposes and objectives, describe program and operations, and show how thy relate to effective educational programs.

2. NCATE standards for accreditation should be obtained each year to assure that new standards can be dealt with in annual planning. Each of the standards has a preamble which gives rationale for the standard, interprets its meaning, and defines terms. Questions to illustrate and explain are included.

3. The manual of procedures for approving Illinois teacher education institutions and programs should be obtained each year from the State Board of Education. This document sets standards and criteria for institutional recognition and program approval.

4. Department review forms should be obtained from the Vice-President's Office periodically. New forms should be obtained as standards or procedures change.

5. Graduate School review forms should be obtained from the graduate dean. New forms should be obtained as standards or procedures change.

6. Standards, evaluation guidelines, whatever, published by other, relevant external regulatory, funding, governing, or accrediting agencies should be similarly obtained. (At SIU-C, Veteran's Administration and various state approval agency documents are extremely important.)

TASK FOUR

The evaluation committee should collect findings and recommendations of previous evaluation reports. These should be analyzed to assure that action is being taken to satisfy recommendations.

After each evaluation, files should be updated to include new information.

EVALUATION OF INSTRUCTION

A. Evaluation of Instruction

Purpose: The purposes of the instruction component of the evaluation system are to ensure and document delivery of high quality programs and courses and to identify means for improvement.

Goals:

To assess potential and current student needs for programs and courses and employer's needs for graduates.

To assess the functioning of instructional personnel.

To assess instructional facilities and equipment.

To assess the instructional materials available to faculty and students.

To assess financial bases for instruction.

To assess methods used to evaluate, plan and implement programs and related services.

To obtain feedback from former students.

To obtain feedback from the employers of former students.

To obtain feedback from students prior to their leaving the program.

Evaluation Activities:

Survey of potential employers

Survey of potential students

Faculty evaluation

Facility and equipment evaluation

Instructional materials evaluation

Financial analysis

Planner, evaluation and implementation assessment

Survey of former students

Survey of employers of former students

Exit interview of graduating students

Activity A. Needs Assessment - Supply and Demand Assessment

Purpose : The purpose of this activity is to determine demand for and competency needs of graduates.

Key Questions :

1. In what specialties are there shortages?
2. What are likely to be the demands for the next five years?
3. What specific skills or traits are desired by employers?
4. What vacancies do employer's foresee?

Procedure (Employer Survey) :

1. Review and review key questions.
2. Review the existing instrument.
3. Revise the instrument to reflect changes in key questions.
4. Obtain or develop a list of potential employers of VES graduates.
5. Select a random, stratified sample.
6. Print postcard survey forms.
7. Address envelopes from list developed in 4.
8. Review and revise cover letter.
9. Print cover letter.
10. Code postcard survey forms according to numbers on a master list.
11. Mail cover letters and survey forms.
12. Record responses as they are returned.
13. If the response rate is less than 50%, send a follow-up letter with another survey form.
14. Tabulate responses.
15. Prepare a brief report, including a data summary.

Procedure (Review of Extant Data) :

1. Identify the appropriate person in the SIU placement office re records for VES students.
2. Contact Richard Hoffstrand in the RD section of DAVTE and obtain data on teacher supply and demand.
3. Obtain copies of placement summaries.
4. Compare data from both sources and draw conclusions.
5. Prepare a brief report.
6. Distribute both reports to faculty for discussion and use.

Schedule : Employer survey - every three years

Review of existing data - each year

Supportive Document

Please respond to the following items by placing a (✓) in the appropriate space.

1. Have you employed a new Vocational Education Teacher in the last two years (e.g., Business Ed, Home Ec, Ag, Ind. Ed.)?

 ____ Yes ____ No

2. Do you now have openings for teachers:

 ____ Agriculture?
 ____ Business Education?
 ____ Health Occupations?
 ____ Home Economics?
 ____ Industrial Education?

3. Do you foresee a new vocational position(s) for next year?

 ____ Yes ____ No

4. What special skills do you require, e.g., work with handicapped, cooperative education, advisory committee?

5. In what areas do you expect an opening in the next five years?

Reduce to postcard size

(SIU Letterhead)

Dear Colleague:

As a vocational teacher education institution in Illinois we are interested to develop people for real jobs. We want them to have skills which are needed in schools like yours.

Please complete the enclosed postcard survey form and mail it.

Thank you for your assistance.

Sincerely,

Activity B. Needs Assessment - Survey of Potential Students

Purpose : The purpose of this activity is to gain feedback from potential students regarding their interest in VES-SIU. This activity could also help publicize VES programs.

Key Questions :

1. From where are SIU-VES students geographically?
2. What geographic areas are disproportionately represented by VES-SIU students?
3. Who should be sent recruitment materials?
4. Where are the areas of greatest interest in VES-SIU Programs (geographic and program area).

Procedure :

Step A. Identify Origins of Current Students

1. Obtain a list of current VES students and home addresses from each program area.
2. Analyze this list according to geographic origin. Use a scatter diagram with an Illinois or midwest map.
3. Identify geographic voids.
4. Attempt to identify and list reasons for the voids.

Step B. Identify Contact Teachers in Feeder Schools

5. Obtain a copy of the most recent directory of vocational education personnel from DAVTE, ISBE (Richard Hoffstrand contact person).
6. Obtain a copy of the most recent Illinois school directory.
7. Identify schools which lie within a desired/approved SIU recruitment area. Pay particular attention to schools in the areas identified in 3 above.
8. Identify lead instructional personnel in each school by using the personnel directory. It may be important to identify home economics, industrial education, business education, etc. persons for each school. Also, try to base selection on: 1) leadership role (dept. chairperson) or 2) former affiliation with SIU (A former student, current graduate student, etc.).

Step C. Collect Information Regarding Student Interest

9. Revise letter of request (see supporting documents).

10. Revise summary sheet and attach to letter and mail both to each person identified in task 8.

11. Record responses as they are returned.

12. Mail reminder note to non-respondents two weeks after requested return date.

Step D. Summarize Information

13. Tabulate results by voc. ed. areas.

14. Distribute results to program leaders (VES-SIU).

15. Distribute results to individual(s) responsible for student recruitment.

Schedule : Geographic origin analysis - every 3 years

Student Interest Survey - every 2 years

(SIU Letterhead)

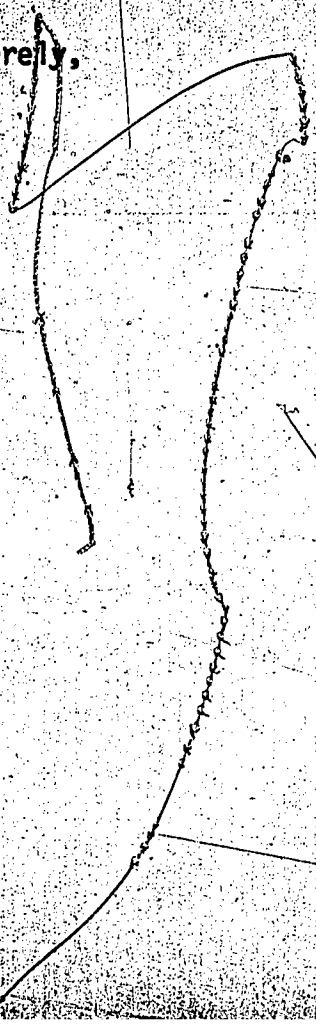
Dear Vocational Educator:

The faculty of Vocational Education Studies at Southern Illinois University-Carbondale are interested to better meet demands for vocational teachers. We want to help promising students enroll in university programs which match their interests and potentials.

Because of your position, you can be a key to helping us achieve our goals. Would you please take three to five minutes of your busy class schedule to help us? Ask your advanced students to indicate whether they are interested to become vocational teachers. Then have interested students place their names and addresses on the enclosed form. We will follow-up by sending each student an information packet about VES-SIU.

Thank you in advance for your assistance.

Sincerely,



Directions: 1. Please read the following statement to each of your advanced classes and record the number of raised hands.

"How many of you are interested to pursue a career as a teacher of _____ (insert: Agriculture, Business, Home Ec, etc.).

Class 1 _____

Class 2 _____

Class 3 _____

"Who in the group would like to receive information from Southern Illinois University at Carbondale regarding preparation for teaching? Please place your name and address on the form which is being passed around the room."

(Please return this form and the student name and address form in the enclosed envelope)

SIU VOCATIONAL TEACHER EDUCATION INFORMATION REQUEST FORM

(Please print your name and address)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Activity C. Faculty Evaluation

Purpose : The purpose of this activity is to facilitate improvement of individual faculty performances and to document tenure, merit pay, and promotion procedures/decisions.

Key Questions :

1. What are my major strengths as a faculty member?
2. What areas could I improve to be a more effective faculty member?
3. How do students perceive my teaching?
4. How do my advisees view me as an advisor?
5. In what record keeping and evidence gathering should I be involved for tenure, merit pay, and promotion?
6. What professional development activities would benefit me?

Procedure :

Professional Development Plan

1. Review current PDP format.
2. Add a section to the PDP which indicates areas in which an individual faculty member wishes to improve.
3. Add a section to the PDP which identifies types of evidence for each category of activity. (Both quantitative and qualitative.)
4. Have each faculty member submit a plan to a committee of faculty headed by the chairperson.
5. The committee should review each PDP in light of departmental goals and needs.
6. The committee should react to each PDP and make suggestions for change.
7. The chairperson or a designee should meet with each faculty member to discuss their PDP.

Annual Accomplishment Form

1. Review the annual accomplishment form and make necessary changes.
2. Ask each faculty member to complete the annual accomplishment form.

3. Faculty should be encouraged to provide quantitative and qualitative evidence of activities along with forms.

4. The personnel committee should review each annual accomplishment form. These should be compared with PDP's.

5. A request for additional information should be made when needed.

6. Ratings should be made of each performance area for each faculty member, i.e., instruction, research and service.

7. Ratings should be summarized for merit considerations.

8. A summary report prepared for each faculty member should outline strengths, weaknesses and provide suggestions for change for the forthcoming year.

9. The chairperson or a designee should meet with each faculty member to present and discuss the summary report.

10. Annual accomplishment forms and supporting evidence should be filed for all assistant and associate professors.

11. Each three years, the personnel committee should review each assistant and associate professor's file for potential promotion.

12. Suggestions for the collection of additional evidence should be made in warranted cases.

Colleague Evaluation

1. Review and revise the colleague evaluation form.

2. Provide an orientation to faculty regarding this form and voluntary use.

3. Duplicate and distribute forms to interested faculty.

4. Encourage faculty members to select colleagues to complete the form.

5. Return completed forms to appropriate faculty members.

6. Suggest that each involved faculty member identify areas for improvement.

7. Use the input from 5 & 6 for formulation of the next professional development plan.

8. Use the results from 5. As evidence in the annual accomplishment form.

Advising Evaluation

1. Review the Annual Student Evaluation of Advisors form and make needed revisions.

2. Distribute the forms to all students in the spring term.

3. Ask students to return forms to the department office via self addressed envelope.

4. Summarize forms for each advisor.

5. Return summary to each advisor.

6. Ask each advisor to consider use of the summary in professional development plans for the next year.

7. File the summary reports for evidence in the promotion process.

Colleague Evaluation Questionnaire

Individual Evaluated: _____ Department _____

On the average I have contact with him: Daily _____ Weekly _____

Monthly _____ Bimonthly _____ Occasionally _____

Listed below are a number of statements which describe aspects of faculty behavior. Rate your colleague on each of these items by marking the appropriate response category. Your ratings should be based on a comparison between the particular individual and the other members of his department/division. If you feel that you cannot rate him on a particular item or that the item is not applicable for his work, then mark the response category labeled "undecided".

Code

L =Low Score
BA=Below Average Score
A =Average Score
AA=Above Average Score
H =High Score
U =Undecided, Not Applicable

Evaluate your colleague in terms of the degree to which he:

Scale 1. Research Activity and Recognition

1.	Has gained national or international recognition for his work	L	BA	A	AA	H	U
2.	Has done work with which you are familiar	L	BA	A	AA	H	U
3.	Does original and creative work	L	BA	A	AA	H	U
4.	Expresses interest in the research of his colleagues	L	BA	A	AA	H	U
5.	Is actively engaged in research work or professional activities (not related to teaching)	L	BA	A	AA	H	U
6.	Keeps current with developments in his field	L	BA	A	AA	H	U
7.	Has done work to which you refer in teaching	L	BA	A	AA	H	U
8.	Does quality work	L	BA	A	AA	H	U

Scale 2. Intellectual Breadth

9.	Seems well read beyond the subject he teaches	L	BA	A	AA	H	U
10.	Is sought by you or others for advice on research	L	BA	A	AA	H	U
11.	Is sought by you or others for advice on academic matters	L	BA	A	AA	H	U
12.	Can suggest reading in any area of his general field	L	BA	A	AA	H	U

Scale 3. Participation in the Academic Community

13. Attends many lectures and other events on campus	L	BA	A	AA	H	U
14. Is involved in faculty organizations or committees	L	BA	A	AA	H	U
15. Is involved in campus activities that are associated with students	L	BA	A	AA	H	U
16. Is an active participant in the affairs of the academic community	L	BA	A	AA	H	U
17. Is someone with whom you have discussed your teaching	L	BA	A	AA	H	U
18. Expresses interest and concern about the quality of his teaching	L	BA	A	AA	H	U
19. Expresses interest or concern for the problems of students	L	BA	A	AA	H	U
20. Is available and willing to talk with students on matters of concern	L	BA	A	AA	H	U

Scale 4. Associated Professional Activities

21. Discharges intra-university duties in an effective manner	L	BA	A	AA	H	U
22. Meets deadlines	L	BA	A	AA	H	U
23. Cooperates with others	L	BA	A	AA	H	U
24. Works well as a member of a committee	L	BA	A	AA	H	U
25. Follows through on committee work by appropriate actions and communications	L	BA	A	AA	H	U
26. Makes a positive contribution to the progress of his academic unit through committee participation	L	BA	A	AA	H	U

Scale 5. Public Service or Consulting

27. Makes his talent and time available to the external community	L	BA	A	AA	H	U
28. Is recognized as an active citizen by the community	L	BA	A	AA	H	U
29. Serves his profession and community by service consistent with his primary obligation as a teacher-scholar	L	BA	A	AA	H	U
30. Is asked to serve as a consultant to other organizations	L	BA	A	AA	H	U

Annual Student Evaluation of Advisers

Time Needed: 5 Minutes

I. Use pen or pencil. Print _____ Semester adviser's name here _____ _____

I. After every item, mark an X in the box containing your answer.

1.	CAP area: ADM AGR AHR AMP ART ASC DEN DHY EDU ENG GBC HEC MED MUS NRE NUR OPT PHR SWK VME		1
2.	Number of quarters enrolled in University College (include current semester):	1 2 3 4 5 more	2
3.	Cumulative grade point average:	none 0.00-0.99 1.00-1.99 2.00-2.49 2.50-2.99 3.00-3.49 3.50-4.00	3
4.	Number of CAP areas in which you have been enrolled (include current semester):	1 2 3 4 more	4
5.	Number of University College advisers to whom you have been assigned (include current semester):	1 2 3 4 more	5
6.	Class rank during _____ Semester:	freshman sophomore junior other	6
7.	Job status during _____ Semester:	unemployed 1-10 hrs./wk. 11-20 hrs./wk. 21-30 hrs./wk. more	7
8.	Course credit hours during _____ Semester:	1-3 4-6 7-12 13-15 16-18 more	8
9.	Residence during _____ Semester:	home res. hall apt. frat./sor. other	9
0.	Did you enter (university) as a transfer student?	yes no	10
1.	Number of conferences by appointment with your adviser during _____ Semester:	0 1 2 3 4 more	11
2.	Number of telephone conferences with your adviser during _____ Semester:	0 1 2 3 4 more	12
3.	Number of "drop-in" conferences with your adviser during _____ Semester:	0 1 2 3 4 more	13
4.	My adviser was usually accessible during the busiest periods of _____ Semester.	yes no NBJ yes no NBJ	14
5.	At other times, during his office hours, it was fairly easy to contact him.	yes no NBJ	15
6.	My adviser kept appointments at or very close to scheduled times.	yes no NBJ	16
7.	During these appointments there was enough time for my questions to be discussed fully.	yes no NBJ	17
8.	I felt at ease talking with my adviser	yes no NBJ	18

19.	I could rely on the accuracy of the information my adviser gave me	yes no NBJ	19
20.	In matters requiring sound judgment, I have found my adviser's opinions to be of value.	yes no NBJ	20
	Regarding ACADEMIC matters, my adviser knew about and was willing to help with:		
21.	required courses and program/major alternatives in my CAP area.	yes no NBJ	21
22.	the process of deciding my program/major.	yes no NBJ	22
23.	requirements for transfer from (university) to the degree unit I've chosen.	yes no NBJ	23
24.	long-range planning of my program according to requirements for graduation.	yes no NBJ	24
25.	effects on my program of changing my schedule.	yes no NBJ	25
26.	ways of resolving problems which affect my academic performance.	yes no NBJ	26
	Regarding PROCEDURAL matters, my adviser helped me to become informed about:		
27.	how to plan, request, and/or change my class schedule.	yes no NBJ	27
28.	university and college deadlines.	yes no NBJ	28
29.	interpretation of college bulletins and other university publications.	yes no NBJ	29
30.	ways to make effective use of University channels in solving unusual problems.	yes no NBJ	30
31.	My adviser referred me to other persons for additional assistance when appropriate.	yes no NBJ	31
32.	My adviser discussed student services (library, counseling, financial, tutoring, cultural, and so on).	yes no NBJ	32
33.	My adviser discussed career opportunities for which I can prepare.	yes no NBJ	33
34.	My adviser discussed the Code of Student Rights and Responsibilities.	yes no NBJ	34
35.	All things considered, my adviser did a very good job.	yes no NBJ	35

If you wish, please write additional comments concerning your adviser on the back of this sheet.

DEPARTMENT OF
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

POSITION DESCRIPTION 19__

Name: _____ Rank: _____

Activity Category	% of Time
1. Direct Teaching	

(1) To teach those classes assigned by the chairperson. The classes assigned for the present academic year are:

Fall Semester

Class / Sem. Hrs.	Title
____ / ____	_____
____ / ____	_____
____ / ____	_____
____ / ____	_____
____ / ____	_____

Spring Semester

____ / ____	_____
____ / ____	_____
____ / ____	_____
____ / ____	_____
____ / ____	_____

Copies (3) filed with: Individual Faculty Member; Department Chairperson; Office of the Dean

(2) To advise and counsel with students enrolled in the courses listed above as well as those anticipating and/or enrolled in the programs of the Department.

Office Hours:	Monday	Tuesday	Wednesday	Thursday	Friday
1st Semester:					
2nd Semester:					

Activity Category	% of Time

2. Teaching Support:

(1) To participate, coordinate, those activities that are not primarily related to Direct Teaching including: Service on Ph.D. student committees of which you are not chairman; advisement; coordination of Masters-Specialist-Ph.D. Programs, etc. (identify).

3. Research/Writing/Publication

(1) To initiate, implement research/writing appropriate for the position as: (identify)

Approved through Research & Projects (identify): _____

Assigned/approved by the College of Education (identify): _____

Assigned/approved by the Department (identify): _____

Other (identify): _____

Activity Category

4. Administration: % of Time

To perform the administrative functions as assigned/approved by the Department, College, University (identify):

5. Service-University:

To serve the Department, College, and University through membership on committees, councils, other than routine departmental duties (identify):

6. Service-Public

To serve the public(s) and constituencies of the Department-College-University, as approved/assigned (identify):

7. Other:

To implement additional responsibilities as assigned (identify):

Signature:

(Instructor) (Date)

(Chairman) (Date)

ERIC

8. Description of Assignment Changes during this academic year:

Signature: _____
(Instructor) (Date)

(Chairman) (Date)

Activity D. Facilities and Equipment Evaluation

Purpose : The purpose of this activity is to assess adequacy of facilities and equipment.

Key Questions :

1. What is the perceived adequacy of office facilities?
 a) Office space
 b) Proximity to other offices
 c) Office furniture and equipment
 d) Computer and word processing equipment.
2. What is the perceived adequacy of instructional facilities?
 a) Lab and classroom space
 b) Proximity to offices
 c) Furniture and equipment
 d) Accessibility
 e) Flexibility of classrooms.

Procedure :

1. Develop evaluation instrument for office facilities.
2. Develop evaluation instrument for instructional facilities.
3. Arrange department and program advisory committees walk throughs with evaluation instruments.
4. Collect advisory committees' input and report findings and recommendations.
5. Collect appropriate data from
 a) ICE
 b) Exit interviews
 c) Student follow-up
 d) Instructors
6. Coordinate information into one set of recomendations.
7. Take actions on recommendations, e.g., proposals, requisitions.
8. Review and revise recommendations periodically.

Schedule : Some data collecting should be on-going. Major evaluation should be conducted on a three-year cycle.

VOCATIONAL LABORATORY OBSERVATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a component was not applicable to the particular laboratory you are visiting, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
1. Each student is provided with a work area:				
a. of adequate size	☐	☐	☐	☐
b. appropriate to the laboratory activity	☐	☐	☐	☐
c. equipped with needed tools or instruments	☐	☐	☐	☐
2. Each student is provided storage space:				
a. for personal effects	☐	☐	☐	☐
b. for projects and unfinished work	☐	☐	☐	☐
3. The laboratory floor space meets recommended size for the occupational service area	☐	☐	☐	☐
4. Storage for laboratory equipment and supplies:				
a. is adequate in size	☐	☐	☐	☐
b. is suitable for the materials to be stored	☐	☐	☐	☐
c. meets safety standards for hazardous materials . . .	☐	☐	☐	☐
5. Storage for customer work:				
a. is adequate in size	☐	☐	☐	☐
b. provides needed security	☐	☐	☐	☐
6. The arrangement of the major pieces of equipment in the laboratory:				
a. allows for sufficient working area around each piece	☐	☐	☐	☐
b. permits quick and easy access by the teacher	☐	☐	☐	☐
c. permits the teacher to monitor student laboratory activities at all times	☐	☐	☐	☐
d. provides traffic lanes for people and materials . .	☐	☐	☐	☐

		N/A	No	Part	Full
7.	Cleanup facilities are provided:				
	a. for the students and teacher	☐	☐	☐	☐
	b. for the laboratory itself	☐	☐	☐	☐
8.	The working environment of the laboratory:				
	a. provides adequate general ventilation	☐	☐	☐	☐
	b. provides special ventilation for problems of smoke, noxious fumes, etc.	☐	☐	☐	☐
	c. maintains healthful temperature	☐	☐	☐	☐
9.	The illumination in the laboratory:				
	a. is adequate for general work	☐	☐	☐	☐
	b. provides recommended lighting for special tasks . .	☐	☐	☐	☐
10.	Sound control:				
	a. is maintained at safe levels	☐	☐	☐	☐
	b. permits instruction to be given without difficulty or interference	☐	☐	☐	☐
11.	There are areas within the laboratory for:				
	a. individual study or instruction	☐	☐	☐	☐
	b. small-group instruction	☐	☐	☐	☐
	c. class instruction	☐	☐	☐	☐
12.	An attractive and suitable waiting area is provided for customers and/or clients	☐	☐	☐	☐
13.	Appropriate occupational conditions and standards are simulated as closely as possible	☐	☐	☐	☐
14.	Appropriate media facilities are provided:				
	a. for individual students	☐	☐	☐	☐
	b. for total class	☐	☐	☐	☐
15.	A convenient teacher's station is provided within the laboratory	☐	☐	☐	☐
16.	Bulletin board and exhibit areas are provided in the laboratory	☐	☐	☐	☐
17.	_____	☐	☐	☐	☐
18.	_____	☐	☐	☐	☐
19.	_____	☐	☐	☐	☐
20.	_____	☐	☐	☐	☐
21.	_____	☐	☐	☐	☐

Activity E. Evaluation of Instructional Materials

Purpose : The purpose of this activity is to inventory and catalog unit libraries and to identify needs for future additions.

Key Questions :

1. What are the current holdings of print and non-print media?
2. How accessible are current instructional material holdings of each unit?
3. What voids exist in the unit holdings?

Procedure :

1. Review key questions and make necessary revisions.
2. Review the draft inventory form and make needed changes.
3. Discuss and select a procedure for inventory of materials
 a. Identify one faculty member in each unit to oversee a clerical person, or
 b. Identify one faculty member at large to oversee a clerical person, or
 c. Identify a graduate student to collate the inventory.
4. Duplicate inventory forms.
5. Establish a catalog file location and publicize it. (You may wish to have separate unit catalog files with a computer film for the department).
6. Make a general review of the composite catalog for major voids or overlap.
7. Duplicate and distribute the media needs form to all faculty of VES.
8. Record and summarize responses to media needs forms.
9. Distribute the unit summaries to unit heads for budgeting and other decisions.

Support Documents

Title _____ Type Media _____

_____ Location _____

Publisher _____ _____

_____ Date _____

Content:

Media Needs Form

Please list below any items that you need to support your unit's instructional, service or research efforts. Please list in priority order.

	Title	Author/Source	Cost
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Activity F. Financial Analysis

Purpose : The purpose of this activity is to determine costs of various unit instruction, research and service activities.

Key Questions :

1. What sources of revenue support VES?
 a) instruction
 b) research
 c) service
2. How do the various sources complement or distract from each other?
 a) instruction
 b) research
 c) service
3. What benefits are accrued from each budget expenditure?
4. How do VES personnel compare (salary) with voc. ed. personnel at similar institutions?

Procedure :

Step A. Develop a financial analysis instrument.

1. Identify specific cost elements
2. Assign values to each cost element
3. Develop a form for tallying cost data
4. Evaluate the instrument
5. Revise the instrument
6. Distribute the instrument

Step B. Administering the financial analysis instrument.

1. Collect cost values for all elements identified in the instrument
2. Total course cost figures should be calculated
3. Calculate cost per instructional unit or credit and divide course cost by the number of credits generated
4. Record data

Step C. Determine the nature of program benefits.

1. Identify available measures

 a) Student follow-up results

 b) Employer follow-up results

 c) Information from exit interviews

Step D. Relate benefit information to course cost.

1. Compare courses with regard to cost and:

 a) Student follow-up results

 b) Employer follow-up results

 c) Exit interviews

Step E. Prepare report summarizing findings.

1. Distribute report to staff

2. Utilize information as needed re

 a) Equipment requests

 b) Curricular planning

 c) Student recruitment

Step F. Make a similar analysis for military programs.

1. Identify costs

2. Identify benefits

3. Relate costs to benefits

4. Prepare a report

Step G. Make a similar analysis for service activity.

1. Identify cost

2. Identify benefits

3. Relate costs to benefits

4. Prepare a report

Step H. Make a similar analysis for research activity.

1. Identify cost
2. Identify benefits
3. Relate costs to benefits
4. Prepare a report

Step I. Review Alumni Contribution Activity.

Step J. Conduct a survey of similar institutions comparing salary scale.

			Institutional	Program	Course
Administration	Department Chairman	Salary Supplies Secretarial costs Travel Consultants			
Instruction	Staff	Salaries Travel Clerical			
	Supplies	Tests Shop Supplies			
	Other Expenses	Professional Books Consultants			
Research	Staff	Salaries Travel Clerical			
	Supplies	Hardware			
	Other				
Service	Staff				
	Supplies				
	Other				

Cost Benefit Summary Report

Decision Situation _____

Conclusions	Recommendations	Suggested Solutions

Program Benefit Instrument

Evaluation Activity	Measures of Benefit

Cost Per Credit Hour Summary Table

Course Number	TITLE	Cost Per Credit

Cost Data Collection Instrument

Course Number	TITLE	Salary	Equipment	Supplies	Travel	Other	Total

Cost/Benefit Comparison Table

Decision Situation _____

Course Number	TITLE	Cost/Cr. Hr.	Benefit Information

Activity G. Evaluation of Courses

Purpose : To monitor and provide input to improvement of department and non-department courses.

Key Questions :

1. How do VES students perceive instruction they receive?
2. What courses need improvement?
3. What can be done to improve specific courses?

Procedure :

1. Administer the Instructor and Course Evaluation (ICE) form at the end of each term.
2. Ask each instructor to review results for each course.
3. Identify two factors or aspects of instruction which you as a faculty member wish to improve e.g., variety of methods, audio visual materials, testing, etc.
4. Present these factors for improvement of instruction in the next professional development plan.
5. Identify items from the ICES catalog which relate to the two selected factors.
6. Either duplicate the items for use with the ICE as an extra form or make arrangements to use the ICES form.
7. Administer the supplemental form or the ICES after one term has elapsed.
8. Review the printout for the recent administration.
9. Identify result of changes in instruction.
10. Continue with the same two factors for emphasis or identify new areas for improvement.
11. Recycle through steps 4-10.

Instructor and Course Evaluation
Instructional Evaluation
Southern Illinois University at Carbondale

NCS Trans-Optic 808-8181-3

Print Course Number _____
Section Number _____ Date _____
Instructor's Name _____

EXAMPLES

WRONG 1 ○ X ○ ○ ○
WRONG 2 ○ ○ ✓ ○ ○
WRONG 3 ○ ○ ○ ● ○
RIGHT 4 ○ ○ ○ ● ○

IMPORTANT DIRECTIONS FOR MARKING RESPONSES

- Use black lead pencil only (No. 2 1/2 or softer)
- Do NOT use ink or ballpoint pens
- Make heavy black marks that fill the circle completely
- Erase cleanly any answer you wish to change
- Respond to the items presented frankly and completely
- One response per item
- Make no stray marks on the answer sheet

MARK YOUR COLLEGE	ARE YOU:	EXPECTED GRADE IN THIS COURSE	OUTSIDE STUDY HOURS PER WEEK	INSTRUCTION AT THIS UNIVERSITY IS, IN GENERAL
Agric	Frshmn	A	0-1	Excellent
Bus & Admin.	Soph	B	1-2	Very Good
Comm & FA	Junior	C	2-4	Good
Education	Senior	D	4-6	Weak
Engin & Tech	Grad	E	6-8	Poor
Human Res	Other	GPA AT THIS UNIVERSITY: 3.5-4.0 / 3.0-3.49 / 2.5-2.99 / 2.0-2.49 / 0.0-1.99	8 +	
Law	SEX: F M	Is this Course Required: Y N	ARE YOU A TRANSFER STUDENT: Y N	
Lib Arts				
Medicine				
Science				
Tech Careers				

PART I: INSTRUCTOR EVALUATION (ITEMS 1-20)

E = Exceptional Performance W = Weak Performance
V = Very Good Performance I = Improvement Definitely Needed
G = Good Performance Leave Inapplicable Items Blank

1	Prepared for class.	E V G W I
2	Made clear assignments.	E V G W I
3	Set clear standards for grading.	E V G W I
4	Graded fairly.	E V G W I
5	Knew if students understood her/him.	E V G W I
6	Spoke understandably.	E V G W I
	Answered impromptu questions satisfactorily.	E V G W I
8	Showed an interest in the course.	E V G W I
9	Gave several examples to explain complex ideas.	E V G W I
10	Accepted criticism and suggestions.	E V G W I
11	Increased your appreciation for the subject.	E V G W I
12	Organized and presented subject matter well.	E V G W I
13	Specified objectives of the course.	E V G W I
14	Achieved the specified objectives of the course.	E V G W I
15	Explained the subject clearly.	E V G W I
16	Showed an interest in students.	E V G W I
17	Was enthusiastic about the subject.	E V G W I
18	Was available outside of class.	E V G W I
19	Encouraged student participation.	E V G W I
20	In general, taught the class effectively.	E V G W I

PART II: COURSE EVALUATION (ITEMS 21-40)

SA = Strongly Agree D = Disagree
A = Agree SD = Strongly Disagree
N = Neither Agree nor Disagree Leave Inapplicable Items Blank

21	This course was a good learning experience.	SA A N D SD
22	The content of this course was good.	SA A N D SD
23	The course was well organized.	SA A N D SD
24	I had trouble paying attention in class.	SA A N D SD
25	There should be additional prerequisites.	SA A N D SD
26	There should be fewer prerequisites.	SA A N D SD
27	This course was very interesting.	SA A N D SD
28	The amount of required work was appropriate.	SA A N D SD
29	This course was one of the best I have taken.	SA A N D SD
30	The tests covered the course material well.	SA A N D SD
31	This course was a waste of time.	SA A N D SD
32	The textbook was good.	SA A N D SD
33	Audio-visuals could be used more effectively.	SA A N D SD
34	This course should be taught in some other way.	SA A N D SD
35	I covered this material in other courses.	SA A N D SD
36	The course material was too difficult.	SA A N D SD
37	This course should continue to be offered.	SA A N D SD
38	The reading assignments were hard to understand.	SA A N D SD
39	I was often confused.	SA A N D SD
40	Generally, the course was good.	SA A N D SD

PART III: OBJECTIVES (ITEMS 41-50)

On each of the objectives listed below, rate the progress you have made in this course compared with that made in other courses you have taken at this university. In this course I made:

E = Exceptional Progress G = Good Progress N = No Progress
V = Very Good Progress L = Little Progress Leave Inapplicable Items Blank

41	Gaining factual knowledge (terminology, classifications, methods, trends).	E V G L N
42	Learning fundamental principles, generalizations, or theories.	E V G L N
43	Learning to apply course material to improve rational thinking.	E V G L N
44	Developing specific competencies needed by professionals in this field.	E V G L N
45	Learning how professionals in this field gain new knowledge.	E V G L N
46	Developing creative capacities.	E V G L N
47	Developing a sense of personal responsibility (self-reliance, self-discipline).	E V G L N
	Gaining a broader appreciation of intellectual-cultural activity.	E V G L N
49	Developing skill in expressing myself orally or in writing.	E V G L N
50	Discovering the implications of the course material for understanding myself.	E V G L N

PART IV: SELF-RATING (ITEMS 51-56)

My reasons for taking this course:
Y = Yes N = No
Leave Inapplicable Items Blank

51	A strong interest in the material.	Y N
52	A strong interest in the discipline.	Y N
53	To obtain a good grade.	Y N
54	To satisfy a requirement for my major.	Y N
55	To fulfill requirements for electives.	Y N
56	This form adequately evaluates this course.	Y N

PART V: OPTIONAL (ITEMS 57-74)

Complete Section Below According To Your Instructor's Directions.

57	A B C D E	63	A B C D E	69	A B C D E									
58	A B C D E	64	A B C D E	70	A B C D E									
59	A B C D E	65	A B C D E	71	A B C D E									
60	A B C D E	66	A B C D E	72	A B C D E									
61	A B C D E	67	A B C D E	73	A B C D E									
62	A B C D E	68	A B C D E	74	A B C D E									

DO NOT WRITE OR MAKE ANY STRAY MARKS ON THE BACK OF THIS FORM

86
77

ICES Instructor and Course Evaluation System
Office of Instructional Resources
Measurement and Research Division
University of Illinois at Urbana-Champaign

NEWSLETTER NUMBER 1

ICES ITEM CATALOG

The Instructor and Course Evaluation System (ICES) is a computer-based system for obtaining student ratings of instructors and courses. With this system you can select items or complete rating forms which you consider to be the most appropriate for evaluating your course. This catalog contains over 400 items and 10 complete forms for your use.

GENERAL OPERATION OF ICES

Each ICES questionnaire contains space for 26 items. The first three items are preprinted on each questionnaire. They are:

1.	Rate the Course Content	Excellent - Very Poor
2.	Rate the Instructor	Excellent - Very Poor
3.	Rate the Course in General	Excellent - Very Poor

These global items were selected to permit comparisons of ratings from nearly all teaching situations. The other 23 item spaces may be filled according to one of the three options described below. The three Global items above contain 6 response positions; all other items contain 5 response positions.

Option 1: Departmental Core Plus Instructor-Selected Items

Each department has the option to designate a set of items (not necessarily contained in the catalog) to use as its departmental core. Once a core has been established, all instructors in that department will automatically have the department core items included as part of the 23 items printed by the computer on the ICES questionnaire. The number of items contained in a given core thus limits the number of instructor-selected items that may be chosen. The total number of core plus instructor-selected may not exceed 23.

Option 2: Instructor-Selected Items Only (No Departmental Core)

If your department does not have a core set of items, then you have the option of choosing up to 23 items from the catalog. Since you must request an ICES questionnaire for each class section, you can select a different set of items for each section to be evaluated.

Option 3: Complete Forms

If your department does not have a set of core items and you do not wish to use the catalog of Instructor-Selected Items, then you may select one of the available complete forms. Complete forms are ready-made questionnaires that either have been used at UIUC or were designed for a special purpose. Short descriptions of each form are given on page 23 of this catalog. If you choose this complete form option you cannot also use the Instructor-Selected Items.

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NEWSLETTER NEWSLETTER NEWSLETTER NEWSLETTER NEWSLETTER

HOW TO USE ICES

You will need a copy of this ICES Catalog and, for every class section to be evaluated, a machine-scannable Faculty Request Form. Additional Faculty Request Forms are available in your departmental office. Remember: a separate Faculty Request Form should be completed for each class section.

Steps to Follow in Completing a Faculty Request Form

1. Complete Boxes 1-10 on Side 1 as indicated. In the machine-scannable areas, fill in the requested letters or numbers and darken the appropriate circle beneath each letter or number. In other areas, supply the information requested. Please use pencil only.

2. Since norms are partially based on instructor rank, make sure Box 5 is completed.

3. For Box 6, if you wish to release your results for possible inclusion in the "Incomplete List of Teachers ... ", please mark "Yes" in the designated area. If you wish to have a copy of your results sent to a departmental representative, you must mark "Yes" in the appropriate area, designate the person and his/her address and sign your name.

4. On Side 2, determine the appropriate option from the three given above that applies to each request form.

 a. Option 1 (Department Core Plus Instructor-Selected Items)
 Use the catalog to select the items you wish to use (see next section for some suggestions) and record the item numbers on a separate sheet of paper. This separate sheet will allow you to keep a record of the items you requested for each class. Note that the number of items selected, including those in your departmental core, may not exceed 23. Mark the item numbers on Side 2 of the Faculty Request Form by darkening the circle under each catalog item number.

 b. Option 2 (Instructor-Selected Items Only)
 Use the catalog to select the items you wish to use (see next section for some suggestions) and record the item numbers on a separate sheet of paper. This separate sheet will allow you to keep a record of the items you requested for each class. Mark the item numbers on Side 2 of the Faculty Request Form by darkening the circle under each catalog item number.

 c. Option 3 (Complete Form)
 Select the form you wish to use from the summaries contained on page 23. Then darken the circle next to form number in the "Complete Forms" section on Side 2.

5. Return your completed Faculty Request Forms to ICES, 307 Engineering Hall and keep this catalog for future reference.

SOME SUGGESTIONS FOR CHOOSING "INSTRUCTOR-SELECTED ITEMS"

The items in the catalog are initially classified by item content. Roman numeral sections I-IV in the table of contents contain items appropriate for most typical classes. Section V is to be used at the beginning of a semester. Section VI items can be used in specific instructional settings. Items in Sections I-IV are further divided into "General Concept" or "Specific" items. General Concept items indicate a given area of instruction as a strength or weakness, and Specific items provide diagnostic information. The distinction between General Concept and Specific items is primarily a judgmental decision. Page 4 indicates items that are examples of each type.

In using "Instructor - Selected Items" for the first time, you may want to select one or two General Concept items from each of several content areas of special interest to you. As space permits one or two Specific items from the selected content areas might be added. As you gain experience with ICES, you may wish to explore a given instructional area in more depth by including more Specific items.

More information on choosing items and using ICES may be found in ICES Newsletter No. 3. Please call the ICES staff at 333-3490 for any assistance.

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I. COURSE MANAGEMENT

A. Course Organization/Structure

General Concept

1--The course objectives were:
Very Clear / Very Unclear

2--The instructor stated clearly what was expected of students.
Almost always / Almost never

3--The course was:
Organized / Dis-organized

4--Was there agreement between announced course objectives and what was taught?
Strong agreement / No agreement

5--Was the progression of the course logical and coherent from beginning to end?
Yes, always / No, seldom

6--Did this course duplicate other courses in this area:
Consid-erably / Not at all

Specific

7--Did the instructor present topics in a logical sequence?
Yes, almost always / No, almost never

8--Did the instructor follow a course outline?
Yes, very much / No, not at all

9--How well did the instructor coordinate different activities of this course?
Very well / Rather poorly

10--This course was creatively planned.
Strongly agree / Strongly disagree

11--What was your opinion about the objectives for this course?
Well chosen / Poorly chosen

12--I was disappointed with the topics emphasized in this course.
Strongly agree / Strongly disagree

13--Was class time spent on unimportant and irrelevant material?
Yes, often / No, never

14--The instructor needs to schedule class time better.
Strongly agree / Strongly disagree

15--How well did the reading, lectures, and discussions cover announced objectives?
Balanced coverage / Unbalanced coverage

16--The course struck a good balance among reading, discussion and writing.
To a great extent / Not at all

17--Did the instructor explain sequence of topics and then keep the course on track?
Kept on the track / Wandered aimlessly

18--The scope of this course was:
Too broad / Too narrow

19--The course content was:
Too advanced / Too elementary

20--The course content was:
Too theoretical / Too applied

21--Did the instructor present material that was not covered in outside readings?
Yes, often / No, seldom

22--Did lectures repeat material covered by the readings?
Yes, but too often / No, too seldom

23--Relative to discussion time, the amount of lecturing was:
Too much / Too little

24--Should more/less time be provided to review and synthesize course material?
Much more time / Much less time

25--The instructor changed approaches when the occasion demanded it.
Strongly agree / Strongly disagree

26--I needed more direction.
Strongly agree / Strongly disagree

27--The instructor described at the beginning of class what was planned.
Almost always / Almost never

28--The discussion topics were:
Well chosen / Poorly chosen

29--Did instructor outline the purposes and content of classroom discussions?
Yes, always / No, never

30--The instructor defined the objectives of discussion.
Almost always occured / Almost never occured

31--The instructor defined the content of discussion.
Almost always occured / Almost never occured

32--Class discussion seemed to lack direction and purpose.
Almost always / Almost never

33--How much time was alloted to classroom questioning and discussion?
Too much / Too little

34--One real strength of this course was class discussion.
Strongly agree / Strongly disagree

35--How often were you required to do what the instructor was "into"?
Almost always / Almost never

36--I took too long for this course to get going.
Strongly agree / Strongly disagree

37--The instructor used student contributions in developing subsequent class sessions.
Almost always / Almost never

B. Instructional Assignments and Materials

General Concept

45--Rate the text(s) used in this course.
Excellent / Poor

46--How would you rate instructional materials used in this course?
Excellent / Poor

47--The instructor gave assignments that were useful for learning subject matter.
Almost always / Almost never

48--The instructor provided practice for students to master course material.
Almost always / Almost never

Specific

1 Readings

50--Were readings well selected?
Yes, all very good / No, all very poor

51--Describe the reading assignments.
Interesting stimulating / Boring, unexciting

52--Did readings require a reasonable amount of time and effort?
No, too demanding / No, too simple

53--The amount of reading homework assigned by the instructor was:
Excessive / Not enough

54--The readings were:
Extremely difficult / Extremely easy

55--Were reading assignments relevant to class presentations?
Yes, always / No, almost never

56--Appropriate reading assignments were given for each section of the course.
Almost always / Almost never

57--Did supplementary text(s) help you expand your knowledge of the material?
To a great extent / Not at all

58--How difficult was it to get access to the reference materials for this course?
Very easy / Very difficult

2. Writing

60--Adequate time was provided for completing assignments.
Always / Seldom

61--Did your instructor relate exercises to information gained elsewhere?

Almost always	Almost never

62--Were the written assignments (papers, problem sets, etc.) carefully chosen?

Yes, quite carefully	No, poorly chosen

63--Describe your written assignments.

Interesting stimulating	Dull, uninspiring

64--Were directions for written assignments clear and specific?

Yes, always	No, never

65--Completing written assignments was a good use of my time and effort.

Strorgly agree	Strongly disagree

66--What was the time and effort required for written assignments?

Too long	Too short

67--I was given sufficient creative freedom in writing papers and reports.

Quite sufficient	Not enough

68--The instructor permitted enough freedom in choosing topics for papers.

Sufficient free.om	Too strict

69--Were written assignments relevent to class presentations?

Yes, quite relevant	No, very irrelevant

70--Were written assignments graded fairly?

Yes, quite fair	No, very unfair

71--Were written assignments returned promptly?

Yes, always	No, almost never

72--Has your ability to express ideas in writing been strengthened?

Yes, definitely	No, not at all

73--Were the term papers valuable in relation to the course objectives?

High value	No value

74--Too much emphasis was placed on the project(s).

Strongly agree	Strongly disagree

3. Homework

80--How beneficial were the homework assignments?

Very beneficial	Just busy work

81--Should more or less homework be assigned for this course?

Much more	Much less

82--Homework assignments were:

Excessively long	Extremely short

83--The homework was:

Excessively difficult	Extremely easy

4. Audio/Visual

90--Did instructional materials appear to be conscientiously prepared or chosen?

Yes, always	No, seldom

91--Instructional materials for this course were:

Too elementary	Too advanced

92--Were videotapes/films interesting and stimulating?

Yes, always	No, seldom

93--Were slide presentations interesting and stimulating?

Yes, always	No, never

94--Were instructors' supplementary handouts, problem sets, valuable as learning aids?

Yes,extremely valuable	No, nearly useless

95--Audiovisual procedures were logically integrated with the rest of the course.

Strongly agree	Strongly disagree

96--How much explanation did the instructor provide in discussing slides, films, etc?

Too much	Too little

97--How relevant were films and audio-visual materials to course objectives?

Very relevant	Very irrelevant

98--How often did you fall asleep or doze when audio-visual material was presented?

Almost always	Almost never

C. Grading and Exams

General Concept

100--How effective was the instructor in preparing students for exams?
Very effective — Very ineffective

101--The grading procedures for the course were:
Very fair — Very unfair

102--How would you rate the instructor's examination questions?
Excellent — Poor

103--How well did examination questions reflect content and emphasis of the course?
Well related — Poorly related

104--Was the grading system for the course explained?
Yes, very well — No, not at all

Specific

105--Did the instructor have a realistic definition of excellent performance?
Yes, very realistic — No, very unrealistic

106--Did the instructor set too high/low grading standards for students?
Too high — Too low

107--How would you characterize the instructor's grading system?
Very objective — Very subjective

108--The amount of graded feedback given to me during the course was:
Quite adequate — Not enough

109--Were exams, papers, reports returned with errors explained or personal comments?
Almost always — Almost never

110--Were requests for re-grading or review handled fairly?
Yes, almost always — No, almost never

111--The instructor evaluated my work in a meaningful and conscientious manner.
Strongly agree — Strongly disagree

112--Did you understand why you received the grades you did on projects?
Always — Never

113--Exams were promptly graded.
Yes, always — No, never

114--The exams reflected important points in the reading assignments.
Strongly agree — Strongly disagree

115--Were the instructor's test questions thought provoking?
Definitely yes — Definitely no

116--Did the exams challenge you to do original thinking?
Yes, very challenging — No, not challenging

117--Examinations mainly tested trivia.
Strongly agree — Strongly disagree

118--Were there "trick" or trite questions on tests?
Lots of them — Few if any

119--Were exam questions worded clearly?
Yes, very clear — No, very unclear

120--How many examinations were given?
Too many — Too few

121--How was the length of exams for the time allotted.
Too long — Too short

122--How difficult were the examinations?
Too difficult — Too easy

123--I found I could score reasonably well on exams by just cramming.
Strongly agree — Strongly disagree

124--Tests were probably in circulation among some students before being administered.
Strongly agree — Strongly disagree

125--Were exams adequately discussed upon return?
Yes, adequately — No, not enough

D. Workload

1. Work Requirements

General Concept

130--How much work did this course require?
Excessive amount / Not enough

131--How appropriate was the amount of work required for the credit earned?
Very appropriate / Very inappropriate

Specific

132--The instructor attempted to cover too much material.
Strongly agree / Strongly disagree

133--How much perfection did the instructor require in your work?
Too much / Too little

134--How demanding was the instructor for written assignment length, due dates, etc.?
Very reasonable / Overly demanding

135--The amount of outside preparation required for this course was:
Quite great / Quite small

136--Quality of work was emphasized more than quantity.
Strongly agree / Strongly disagree

137--The instructor's assumption that students could master techniques was correct.
Strongly agree / Strongly disagree

138--The instructor's assumption that I knew how to use the equipment was correct.
Strongly agree / Strongly disagree

2. Difficulty

General Concept

140--How difficult was the course material?
Too difficult / Rather easy

141--The course was:
Overly demanding / Too easy

142--The level of difficulty of the course material was appropriate for me.
Strongly agree / Strongly disagree

Specific

143--Was the course appropriate for your background (experience)?
Very appropriate / Not at all appropriate

144--Describe the pace of the course.
Too fast / Too slow

145--What pace did the instructor set in presenting the material?
Too fast / Too slow

146--How suitable was the pace of the course (number of topics, depth of coverage)?
Too slow, Too little / Too fast, Too much

147--How suitable was the level of the course (sophistication of topics and/or methods)?
Too slow, Too easy / Too fast, Too much

148--Other students were more advanced, so I had trouble keeping up.
Strongly agree / Strongly disagree

II. STUDENT OUTCOMES OF INSTRUCTION

A. Cognitive

General Concept

160--How much do you feel you have accomplished in this course?
A great deal / Very little

161--Compared to other courses, how much did you learn in this course?
Much more / Much less

162--How much have you learned in this course?
A great deal / Very little

163--I have become more competent in this area due to this course.
To a great extent / Not at all

164--Do you feel course objectives were accomplished?
Yes, to a great extent / No, not at all

165--Would you recommend this course to other students?

Highly recommend	Not recommend

- -

Specific

166--Was the course worthwhile in terms of obtaining general knowledge in the field?

Very worthwhile	Not at all worthwhile

167--Can all students benefit from this course or only those with specialized goals?

Students in general	Specialized only

168--How much factual material did you learn in this course?

A great deal	Very little

169--Did this course improve your understanding of concepts and principles in this field?

Yes, significantly	No, not much

170--Can you now identify main points and central issues in this field?

Yes, clearly	Not very well

171--I obtained knowledge on how to locate appropriate information.

To a great extent	Not at all

172--I developed the ability to recognize good arguments in this field.

To a great extent	Not at all

173--The course material was too superficial to be of much use to me.

To a great extent	Not at all

174--Did you improve your ability to apply principles in new situations?

Yes, significantly	No, not much

175--Did you improve your ability to communicate clearly about this subject?

Yes, significantly	No, not really

176--Did you improve your ability to solve real problems in this field?

Yes, significantly	No, not really

177--The instructor helped improve my problem solving abilities.

Strongly agree	Strongly disagree

178--Did you improve your ability to evaluate new works in this field?

Yes, greatly	No, not really

179--This course gave me the opportunity to develop some original ideas.

To a great extent	Not at all

180--Did you improve your ability to carry out original research in this field?

Yes, significantly	No, not really

181--How much has this course improved your aesthetic judgment?

A great extent	Not at all

182--How valuable was this course in terms of your technical development?

Extremely valuable	Not valuable

183--The course gave me skills and techniques directly applicable to my career.

Strongly agree	Strongly disagree

184--Was the course, as it was given, worthwhile in terms of your career objectives?

Very worthwhile	Not at all worthwhile

185--Did you learn much about career opportunities?

Yes, quite a lot	No, not much

186--How much have the projects increased your understanding of concepts and principles?

A great deal	Very little

B. Affective

General Concept

190--As a result of this course, I want to take more courses in this area.

Yes, definitely	No, definitely not

191--Did this course increase your interest in the subject matter?

Yes, greatly	No, not much

192--I enjoyed learning about this subject matter.
To a great extent / Not at all

193--I looked forward to attending class.
Almost always / Almost never

194--Did this course maintain your attention throughout the semester?
Almost always / Almost never

Specific

195--Did your interest in this course increase or decrease as the semester progressed?
Greatly increased / Greatly decreased

196--Do you feel your efforts in this course have been worthwhile?
Yes, very worthwhile / No, not worthwhile

197--This subject matter was intrinsically boring.
Strongly agree / Strongly disagree

198--Did you learn to value new viewpoints because of this course?
Yes, definitely / No, not really

199--Were you stimulated to do extra reading about the course material?
Yes, very much / No, not really

200--Were you stimulated to discuss related topics with friends outside of class?
Yes, often / No, never

201--This course helped me to fulfill some of my personal goals.
To a great extent / Not at all

202--Did you develop a clearer sense of professional responsibility from this course?
Yes, much clearer / No, not really

203--I felt this course had value for me as a person.
Strongly agree / Strongly disagree

204--I developed a more positive self-concept because of this course.
To a great extent / Not at all

205--Did this course help you understand yourself better?
Yes, helped greatly / No, not particularly

206--This course made me more aware of my interests and talents.
Yes, much more aware / No, not really

207--Did you develop a set of overall values in this field?
Definitely yes / No, not really

208--Did you become interested in course-related community projects?
Yes, very much / No, not really

209--I developed some leadership skills because of this course.
To a great extent / Not at all

C. Participation and Effort

General Concept

220--Compared to other courses, how much effort did you put into this course?
Much more / Much less

221--I prepared before coming to class.
Always / Never

222--How valuable do you consider this course?
Extremely valuable / Not valuable

223--Rate the relevance of course content to your major field.
Highly relevant / Not relevant

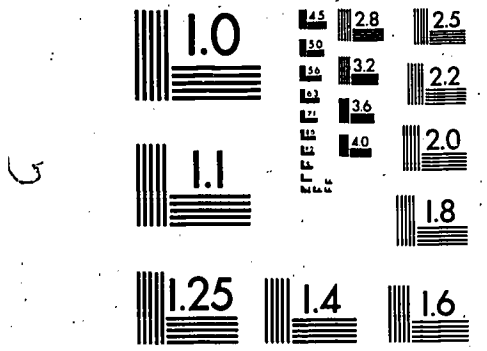
Specific

224--How often did you delay studying for this course?
Very often / Never

225--How often had you completed assigned reading before discussion in class?
Always / Never

226--I skipped class:
Very often / Never

227--I couldn't get into this course because other things kept me busy.
Strongly agree / Strongly disagree



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

228--I went to sleep in class:
Very often Never

229--I kept up with the work in this course.
Strongly agree Strongly disagree

230--I sought help when I didn't understand the material.
Always Never

231--I actively participated in course-related group activites.
Often Seldom

232--Did you actively participate in class discussions?
Yes, often No, never

233--Did you read non-required books or other materials suggested in the course?
Yes, all No, none

234--Did you try to please the instructor based on information from other students?
Yes, definitely No, not at all

235--I had the appropriate prerequisite and technical skills for this course.
Strongly agree Strongly disagree

236--I learned more from the readings than I did from lectures and class discussions.
Strongly agree Strongly disagree

237--The lecture-discussion method used in this class left me bored.
Almost always Almost never

238--There was not enough student participation for this type of course.
Strongly agree Strongly disagree

III. INSTRUCTOR CHARACTERISTICS AND STYLE

A. Communication Skills

General Concept

240--The instructor was a dynamic teacher.
Yes, very dynamic No, very dull

241--Was the instructor a good speaker?
Yes, very good No, rather poor

242--The instructor's knowledge of subject was:
Excellent Poor

243--Was the instructor enthusiastic about teaching?
Very enthusiastic Very un-enthusiastic

244--How would you characterize the instructor's ability to explain?
Excellent Very poor

245--The instructor was a good classroom leader.
Strongly agree Strongly disagree

246--Did the instructor seem to enjoy teaching?
Yes, very much No, enjoyed it little

247--How would you characterize the instructor's command of the subject?
Broad and accurate Plainly deficient

248--The instructor seemed well prepared for classes.
Yes, always No, seldom

249--The instructor was a model teacher.
Strongly agree Strongly disagree

250--The instructor was a creative teacher.
Strongly agree Strongly disagree

- -

Specific

1. Enthusiastic/Dynamic

255--How interesting were the instructor's presentations?
Very interesting Rather boring

256--Did the instructor make good use of examples and illustrations?
Yes, very often No, seldom

257--The instructor emphasized important points by raising voice, repeating, etc.
Almost always Almost never

258--The instructor made efforts to show the interesting nature of the topics.
Almost always Almost never

259--It was easy to hear and understand the instructor.

Almost always	Almost never

260--The instructor's lectures seemed to ramble.

Almost always	Almost never

261--The instructor used gestures while teaching.

Almost always	Almost never

262--How effective was the instructor in presenting material in lectures/discussions.

Very effective	Not at all effective

263--The instructors' classroom leadership ability was:

Very effective	Rather ineffective

264--The instructor spent a great deal of time making a small number of points.

Almost always	Almost never

265--The instructor made use of alternative explanations when needed.

Almost always	Almost never

266--I would like to adopt this instructor's teaching style.

Strongly agree	Strongly disagree

267--The instructor used humor effectively.

Yes, often	No, seldom

268--Was the instructor easily frustrated?

Yes, very often	No, hardly ever

- -

2. Knowledgeable

275--The instructor was knowledgeable about origins of concepts and ideas.

Strongly agree	Strongly disagree

276--Was the instructor able to give references for additional reading or research?

Yes, very able	No, not able

277--Did the instructor indicate relationships of course content to recent developments?

Yes, quite often	No, hardly ever

278--The instructor was conscientious about his/her instructional responsibilities.

Strongly agree	Strongly disagree

- -

3. Clarity of Presentation

280--The instructor's presentations allowed for easy note taking.

Almost always	Almost never

281--The instructor presented material at a level appropriate for me.

Almost always	Almost never

282--How often did the instructor digress during the lectures?

Quite often	Almost never

283--Was the instructor's use of blackboard and other materials (handouts, etc.) effective?

Very helpful	Confusing, inadequate

284--The instructor followed an outline during classroom presentations.

Almost always	Almost never

285--The instructor summarized material presented in each class.

Almost always	Almost never

286--The instructor's presentation of abstract ideas, concepts, and theories was:

Very clear	Very unclear

287--The classroom problems were clearly presented.

Strongly agree	Strongly disagree

288--How difficult was it to copy what the instructor put on the board?

Very difficult	Very easy

289--The instructor generally talked:

Too fast	Too slow

290--Was the instructor able to explain difficult material to your satisfaction?

Almost always	Almost never

291--The instructor gave explanations/examples that were clearly to the point.

Strongly agree	Strongly disagree

292--The main points of lectures were clearly understood.

Almost always	Almost never

293--The instructor explained new ideas by relating them to familiar concepts.

Often	Seldom

294--The instructor broke down complex topics for easier explanation.

Often	Seldom

295--The instructor was able to answer questions clearly and concisely.

Almost always	Almost never

296--The instructor explained the underlying rationale for particular techniques.

Almost always	Almost never

297--How much detail did the instructor provide in his/her explanations?

Too much	Too little

298--How often did the instructor review material?

Too much	Not enough

299--The instructor did not synthesize, integrate, or summarize effectively.

Strongly agree	Strongly disagree

300--The instructor spoke in a monotone, rarely showing expression in voice.

Almost always	Almost never

4. Personality

305--The instructor looked at the class while speaking.

Almost always	Almost never

306--Did the instructor arrive on time?

Yes, always	No, seldom

307--How often did the instructor's personality interfere with instruction?

Almost always	Almost never

308--How much self-confidence did the instructor display?

A great deal	Very little

309--The instructor was demanding of students.

Strongly agree	Strongly disagree

310--The instructor talks too much about himself/herself.

Strongly agree	Strongly disagree

311--The instructor had high academic standards.

Strongly agree	Strongly disagree

312--Was the instructor's voice pleasant or irritating to listen to?

Very pleasant	Very irritating

313--The instructor's lack of facility with English hindered communication of ideas.

Strongly agree	Strongly disagree

214--The instructor stuttered or hesitated during lectures.

Almost always	Almost never

315--The instructor was open-minded.

Strongly agree	Strongly disagree

316--The instructor was too over-bearing.

Strongly agree	Strongly disagree

317--The instructor exhibited professional dignity and bearing in the classroom.

Almost always	Almost never

318--The instructor missed class often due to non-teaching responsibilities.

Yes, quite often	No, never

319--The instructor smoked too much in class.

Strongly agree	Strongly disagree

B. Stimulation of Thinking

General Concept

325--The instructor motivated me to do my best work.

Almost always	Almost never

326--The instructor stimulated my intellectual curiosity.

Almost always	Almost never

327--The instructor gave advice on how to study for the course.

Yes, often	No, never

- -

Specific

328--Did the instructor raise challenging questions in class?

Yes, often	No, seldom

329--Questions presented to the class to generate discussion were generally:

Too specific	Too vague

330--The instructor initiated fruitful and relevant discussions.

Almost always	Almost never

331--The instructor asked open-ended questions.

Almost always occured	Almost never occured

332--The instructor encouraged development of new viewpoints and appreciations.

Strongly agree	Strongly disagree

333--The instructor was receptive to differing viewpoints or opinions.

Yes, quite open	No, didn't want them

334--The instructor encouraged me to express my opinion or experience.

Almost always occured	Almost never occured

335--Did the instructor encourage you to develop your ideas and approaches to problems?

Definitely yes	Definitely no

336--Did the instructor clarify student ideas by inflection (e.g., said "Do you mean...)

Almost always	Almost never

337--The instructor encouraged me to think for myself.

Strongly agree	Strongly disagree

338--This course enhanced my creative abilities.

To a great extent	Not at all

339--The instructor pointed out what was important to learn in each class session.

Almost always	Almost never

340--Did the instructor suggest specific ways students could improve?

Yes, frequently	No, almost never

341--During presentations, did the instructor check on students' understanding?

Almost always	Almost never

342--How much ungraded feedback (question periods, short quizzes) should have been given?

Much more	Much less

343--The instructor emphasized learning rather than tests or grades.

Almost always	Almost never

C. Warmth and Concern for Students

General Concept

350--The instructor was sensitive to student needs.

Almost always	Almost never

351--How patient was the instructor in working with you?

Very patient	Rather impatient

352--Did the instructor treat you with respect?

Yes, always	No, seldom

353--What was the instructor's attitude; how did he deal with you?

Fair and impartial	Unfair, disdainful

354--The instructor listened attentively to what class members had to say.

Always	Seldom

355--The instructor was skillful in observing student reactions.

Almost always occured	Almost never occured

356--The instructor was fair to students.
Often Seldom

357--The instructor seemed:
Lenient Strict

- -

Specific

358--The instructor could sense when an idea had not been clear to me.
Strongly agree Strongly disagree

359--How often did the instructor understand my comments or questions?
Almost always Almost never

360--Was the instructor willing to spend extra time with you?
Very willing Very unwilling

361--How accessible was the instructor for student conferences about the course?
Available regularly Never available

362--The instructor seemed to sense when students did not understand.
Strongly agree Strongly disagree

363--The instructor corrected student statements without further discussion.
Almost always occured Almost never occured

364--Discussion of student erroneous statements was encouraged to correct them.
Almost always occured Almost never occured

365--The instructor recognized students' difficulties in understanding new material.
Almost always Almost never

366--The instructor thoroughly answered students' questions.
Almost always Almost never

367--How often did the instructor give up on students when they didn't understand?
Very often Seldom

368--How often did the instructor subtly decline to help you on your problems?
Very often Seldom

369--The instructor praised student behavior.
Almost always occured Almost never occured

370--The instructor praised me when I had done particularly well.
Yes, always No, almost never

371--Evaluations of my work were made in a constructive manner.
Almost always Almost never

372--Were the instructor's criticisms and comments about your work helpful?
Very helpful Not helpful at all

373--The instructor accepted criticism and suggestions:
Very well Rather poorly

374--The instructor made me afraid to make mistakes.
Strongly agree Strongly disagree

375--How much confidence did the instructor have in you as a student?
A great deal Very little

376--The instructor recognized student's problems in performing difficult material.
Almost always Almost never

377--Did the instructor intimidate the students?
Yes, frequently No, never

378--Was the instructor cynical and sarcastic?
Very cynical Not at all cynical

379--The instructor was condescending toward students.
Strongly agree Strongly disagree

380--The instructor varied the tempo of the class to suit content and students' needs.
Almost always Almost never

381--In terms of direction and structure of the course, the instructor was:
Flexible Rigid

382--Was a good balance of student participation and instructor contribution achieved?
Always Never

383--The instructor asked students to help in evaluating their achievement.
Almost always occured Almost never occured

384--The instructor was aware of my personal complications or conflicts.
To a great extent Not at all

IV. INSTRUCTIONAL ENVIRONMENT

A. Social Climate

1. Instructor-Student Interaction

General Concept

390--There was a positive interaction between students and instructor.
Almost always Almost never

391--The atmosphere in the classroom seemed:
Relaxed and friendly Tense and unfriendly

392--The instructor promoted an atmosphere conducive to work and learning.
Strongly agree Strongly disagree

393--Describe your instructor's attitude toward students.
Friendly Unfriendly

- -

Specific

394--How often did the instructor allow interaction among students?
Too often Not enough

395--Instructor maintained professional standards in creating rapport with students.
Strongly agree Strongly disagree

396--How often did the instructor display favoritism toward certain students?
Often Seldom

397--How often did the instructor encourage class members to work as a team?
Very often Seldom

398--The instructor attempted to involve all students in classroom activities.
Strongly agree Strongly disagree

399--Students talked more than instructor.
Almost always occured Almost never occured

400--Students failed to ask the instructor for information, opinion, or personal experience.
Almost always occured Almost never occured

401--Students were free to interrupt presentations if points needed clarification.
Strongly agree Strongly disagree

402--The instructor asked students to help determine content of discussion.
Almost always occured Almost never occured

403--The instructor asked students to help determine objectives of discussion.
Almost always occured Almost never occured

404--Direction of discussion was controlled by the instructor.
Almost always Almost never

405--The instructor erased material on the blackboard to eliminate further discussion.
Almost always Almost never

406--Students failed to laugh, joke, smile, or show other signs of humor.
Almost always occured Almost never occured

- -

2. Student-Student Interaction

General Concept

410--How friendly were the students in this class?
Very friendly Rather unfriendly

411--The type of interaction among members in the discussion groups was one of:
Community spirit Isolation

- -

Specific

412--How much did other students influence your interest in the course?
A great deal Not at all

413--Students volunteered knowledge, opinions, or personal experience in class.
Almost always occured / Almost never occured

414--Students debated with one another or instructor in a non-threatening atmosphere.
Very often / Seldom

415--Did you develop new friendships in this class?
Yes, many / No, none

416--How often was class or group discussion monopolized by only one or a few students?
Almost always / Almost never

417--I became irritated with the same students monopolizing class discussion.
Very often / Almost never

418--Some students had an ego problem in this class.
Strongly agree / Strongly disagree

419--My background was different from most of the students in the class.
To a great extent / Not at all

B. Physical Setting

General Concept

425--Classroom facilities were:
Very adequate / Very poor

Specific

426--The number of students in class was:
Too large / Too small

427--The classroom was:
Too small / Too large

428--Cost of instructional supplies was:
Too high / Quite reasonable

429--The classroom space provided a suitable environment.
Strongly agree / Strongly disagree

430--How adequate was the lighting of the classroom?
Very adequate / Very inadequate

431--To what extent did the equipment detract from the quality of your work?
A great extent / Not at all

V. STUDENT PREFERENCES FOR INSTRUCTION/LEARNING STYLE

General Concept

440--How valuable do you consider this course?
Extremely valuable / Not valuable

441--I like a traditional course format with lecture.
Strongly agree / Strongly disagree

442--I like student-centered classes with lots of discussion.
Strongly agree / Strongly disagree

443--I like self-paced courses with flexible scheduling.
Strongly agree / Strongly disagree

Specific

444--I prepare assigned lessons before coming to class.
Always / Never

445--I intend to skip this class.
Very often / Never

446--I learn more from readings than from lectures and class discussions.
Strongly agree / Strongly disagree

447--I prefer well-organized lectures to class discussions.
Strongly agree / Strongly disagree

448--Class discussions tend to be more stimulating than lectures.
Strongly agree / Strongly disagree

449--I took this class on the advice of other students.
To a great extent / Not at all

450--This subject matter is intrinsically boring.
Strongly agree / Strongly disagree

451--I actively participate in class activities.
Yes, often / No, seldom

452--How much non-required reading do you do for a course like this?
All suggested / Generally none

453--I prefer to have students talk more than the instructor in this type of class.
Strongly agree / Strongly disagree

454--Student participation is a necessary component for this course.
Strongly agree / Strongly disagree

455--How much freedom do you prefer in assigned topics for papers/reports.
A great deal / Very little

456--What type of instruction suits you best?
Structured / Unstructured

457--I prefer the instructor to use a variety of teaching methods vs. a single method.
Strongly agree / Strongly disagree

458--A major facet of this course should be the development of original ideas.
Strongly agree / Strongly disagree

459--I expect to be able to work on real problems in the field during this course.
To a great extent / Not at all

460--I chose this course for educational reasons (interest, goals, curiosity).
Strongly agree / Strongly disagree

461--I chose this course for non-educational reasons (convenient time, place, etc.).
Strongly agree / Strongly disagree

462--For this course rate the importance of instructor knowledge of subject.
Very important / Not important

463--For this course rate the importance of organized presentations.
Very important / Not important

464--For this course rate the importance of stimulation of thinking.
Very important / Not important

465--For this course rate the importance of instructor accessible outside of class.
Very important / Not important

466--For this course rate the importance of effective communication by instructor.
Very important / Not important

467--For this course rate the importance of student class participation.
Very important / Not important

468--For this course rate the importance of early feedback on course progress.
Very important / Not important

469--For this course rate the importance of the necessity for an 'A'.
Very important / Not important

470--For this course rate the importance of gaining general knowledge of subject.
Very important / Not important

471--For this course rate the importance of gaining first hand applications.
Very important / Not important

472--For this course rate the importance of enjoyable class sessions.
Very important / Not important

473--For this course rate the importance of doing independent research.
Very important / Not important

VI. SPECIFIC INSTRUCTIONAL SETTINGS

A. Laboratory

480--Were lab assignments interesting and stimulating?
Yes, very interesting / No, quite boring

481--Were labs important to learning in this course?
Yes, very important / No, very unimportant

482--Did lab assignments seem carefully chosen?
Yes, very carefully / No, chosen carelessly

483--Did lab assignments require a reasonable amount of time and effort?
No, too demanding / No, too simple

484--The length of the lab sessions were:
Too long / Too short

485--I had adequate time to complete the lab exercises.
Yes, always / No, seldom

486--Lab experiments were:
Too difficult / Too easy

487--The lab was too advanced and specialized for my purposes.
Strongly agree / Strongly disagree

488--Were labs coordinated with class work?
Yes, always / No, almost never

489--Did the instructor relate lab exercises to information from readings and lectures?
Yes, often / No, seldom

490--Was the instructor prepared for laboratory lectures and pre-lab discussions?
Well prepared / Poorly organized

491--Was the TA well prepared to answer questions about labs?
Yes, always / No, almost never

492--Did TA arrive in time to get lab started on schedule?
Yes, always / No, almost never

493--Were you provided adequate instructions for proceeding with lab exercises?
Yes, always / No, seldom

494--Describe laboratory textbook or manual assigned for this course.
Excellent / Very poor

495--How suitable was the pace of the lab (number of experiments, time for each)?
Too slow, too little / Too fast, too much

496--How much background and detail was demanded in the laboratory reports?
Nothing but the results / Excessive amounts

497--Lab equipment was often inoperable.
Strongly agree / Strongly disagree

498--Did the laboratory reports assist you to learn about theory and experimental methods?
Frequently / Rarely

499--I would have preferred to work individually in the lab than with a partner.
Strongly agree / Strongly disagree

B. Studio Art

1. Organization-Structure

510--Too much emphasis was placed on developing only technical skills.
Strongly agree / Strongly disagree

511--Were you exposed to a variety of techniques and/or processes?
Yes, a great deal / No, very little

512--The instructor placed too much emphasis on a particular style or method.
Strongly agree / Strongly disagree

513--The instructor presented too much technical information.
Strongly agree / Strongly disagree

514--The instructor provided a diversity of material, techniques, and content.
Strongly agree / Strongly disagree

515--The projects were extremely valuable in understanding the course.
Strongly agree / Strongly disagree

516--Should there be more/fewer projects in this course?
Much more / Fewer

517--Was the course organized?
Yes, very much | No, very little

2. Course Demands

518--How much pressure was there to get things done on time?
A great deal | Very little

519--The projects were appropriate to the level of the course.
Strongly agree | Strongly disagree

520--The instructor required too much work to be done in class.
Strongly agree | Strongly disagree

521--How demanding was the instructor in terms of course requirements?
Very demanding | Very lenient

3. Examples/Demonstrations/Processes

522--The instructor's examples/demonstrations were clear and concise.
Strongly agree | Strongly disagree

4. Explanations/Presentations

523--Each concept was explained and discussed thoroughly.
Strongly agree | Strongly disagree

524--Instructor explained each step carefully when discussing processes/techniques.
Almost always | Almost never

525--The instructor spent too much time explaining each project.
Strongly agree | Strongly disagree

526--Instructor did not place enough emphasis on the importance of developing skills.
Strongly agree | Strongly disagree

527--Instructor explained the underlying rationale for techniques or styles.
Almost always | Almost never

528--How helpful were the instructor's examples/experiences?
Very helpful | Not at all helpful

5. Criticisms

529--The instructor lacked objectivity in evaluating students' work.
Strongly agree | Strongly disagree

530--The instructor's critiques provided a base for further learning.
Strongly agree | Strongly disagree

531--Instructor should provide more/fewer individual critiques of students' work.
Much more | Fewer

532--Was the instructor able to separate your work from you as a person?
Definitely yes | Definitely no

6. Student and Instructor Relations

533--Instructor was really concerned about students' progress.
Strongly agree | Strongly disagree

534--Instructor tried to provide a creative atmosphere in class.
Strongly agree | Strongly disagree

535--Instructor was sensitive to students' responses when giving critiques.
Strongly agree | Strongly disagree

536--Instructor realized when students were experiencing difficulties.
Strongly agree | Strongly disagree

537--Instructor provided personal help only when asked.
Strongly agree | Strongly disagree

538--Instructor showed favoritism toward certain students.
Strongly agree | Strongly disagree

7. Instructor Characteristics

539--The instructor spent too much time out of class.

Strongly agree	Strongly disagree

540--The instructor demonstrated his authority as an artist.

Strongly agree	Strongly disagree

541--How often did the instructor's personality interfere with classroom instruction?

Almost always	Almost never

8. Outcomes

542--Did the course and instructor help you better understand your professional goals?

Yes, a great deal	No, very little

543--Has the instructor increased your ability to organize ideas visually?

A great deal	Very little

544--Have you developed confidence in the studio?

Yes, very much	No, not at all

545--The instructor had a strong influence upon my work.

Yes, very positive	No, very negative

546--The instructor was instrumental in raising my artistic values.

Strongly agree	Strongly disagree

547--Instructor made me think about different ways to approach projects.

Strongly agree	Strongly disagree

548--How much do you feel you have accomplished in this course?

A great deal	Very little

9. Facilities

549--How difficult was it to get access to equipment?

Very difficult	Not difficult at all

C. PLATO

550--PLATO lessons were well-coordinated with regular class sessions.

Almost always	Almost never

561--How much PLATO material could be more effectively presented by text or lecture?

Almost all	Almost none

562--How much did PLATO contribute to the effectiveness of this course?

Very much	Very little

563--The overall quality of PLATO lesson was:

Very high	Very low

564--Learning from PLATO was:

Very enjoyable	Very unenjoyable

565--Rate PLATO as a supplement to this course.

Very helpful	Of no help

566--Compared to learning the same thing from a textbook, PLATO lessons were:

Much faster	Much slower

567--Compared to learning the same thing from lectures, PLATO lessons were:

Much faster	Much slower

568--How much material did PLATO lessons cover?

Too much	Too little

569--Did problems with the PLATO equipment hinder you?

Yes,very much	No, not at all

570--Was it easy to use the PLATO terminals?

Yes, definitely	No, definitely not

571--The number of examples given in PLATO lessons was:

Too many	Too few

572--Examples presented on PLATO lessons were:

Very clear	Very unclear

573--Examples in PLATO lessons were:

Relevant	Irrelevant

574--The number of exercises for me to work on in PLATO lessons was:
Too many / Too few

575--PLATO exercises for student work were:
Very helpful / Worthless

576--PLATO exercises for student work were:
Very clear / Very unclear

577--The text material given on PLATO was:
Very clear / Very unclear

578--PLATO lessons were:
Organized / Dis-organized

579--PLATO lessons were:
Too restrictive / Too un-structured

D. Team Teaching

590--How effectively was team teaching used in this course?
Very effectively / Very in-effectively

591--Team teachers coordinated their instruction very well.
Always / Never

592--The team teaching approach provided insights a single instructor could not.
Strongly agree / Strongly disagree

593--Team teaching met my expectations and interests.
Very well / Not at all

594--Course material was more effectively presented with the team teaching approach.
Strongly agree / Strongly disagree

595--Team teaching was a very effective method for learning.
Strongly agree / Strongly disagree

596--One instructor over-dominated the team teaching in this course.
Almost always / Almost never

597--The team teachers were compatible in this course.
To a great extent / Not at all

E. Clinical

600--Were you exposed to a variety of clinical problems?
Yes, a great deal / No, very little

601--The instructor's clinical demonstrations were clear and concise.
Strongly agree / Strongly disagree

602--Considering client availability, the clinical experiences were realistic.
Strongly agree / Strongly disagree

603--Were clinical techniques explained and discussed thoroughly?
Yes, always / No, seldom

604--How much observation and supervision was provided?
Too much / Too little

605--Prior course work adequately prepared me to handle the clinical tasks.
Strongly agree / Strongly disagree

606--How clearly did the instructor state the clinical problems?
Very clearly / Very unclearly

607--Was the instructor able to thoroughly answer your clinical questions?
Yes, always / No, seldom

608--Performance exams allowed me to sufficiently demonstrate my clinical competencies.
Strongly agree / Strongly disagree

609--How consistent were the evaluations of your clinical work?
Very consistent / Very in-consistent

610--How helpful was the instructor in developing your clinical techniques?
Very helpful / Not at all helpful

611--How constructive was the instructor's feedback about your clinical performance?
Very constructive / Not at all constructive

612--Appropriate and inappropriate clinical procedures were clearly identified.
Strongly agree / Strongly disagree

613--The instructor was overly demanding of the clinical students.
Strongly agree — Strongly disagree

614--The instructor seemed to sense when you did not know what you were doing.
Strongly agree — Strongly disagree

F. Field Trips

620--Rate the conduct of the field trip(s).
Very valuable — No value

(Continued in next column)

621--Rate the field trip(s) as a learning experience.
Very effective — Very ineffective

622--I had a chance to get to know the instructor during the field trip(s).
To a great extent — Not at all

623--I had a chance to get to know other students during the field trip(s).
To a great extent — Not at all

COMPLETE FORM DESCRIPTIVE SUMMARIES

Form Number	Code	Description
1	CEQ	Course Evaluation Questionnaire: Consists of 21 General Concept items with 5 subscores and a total score with norms on all the above. Uses a 5 point Strongly Agree to Strongly Disagree response format. Developed by Office of Instructional Resources.
2	CHEM FL	Faculty Member in a Lecture Course: Contains 23 General Concept and Specific items in a bipolar adjective response format. Developed by School of Chemical Sciences.
3	CHEM FB	Faculty Member in a Laboratory Course: Contains 23 General Concept and Specific items in a bipolar adjective response format. 18 items are same as #2. Developed by School of Chemical Sciences.
4	CHEM TB	Teaching Assistant in a Laboratory Course: Contains 13 items in a bipolar adjective response format. Developed by School of Chemical Sciences.
5	CHEM TQ	Teaching Assistant in a Quiz Section: Contains 18 bipolar adjective response items, most of which duplicate form #2, but substituting 'TA' for 'Instructor'. Developed by School of Chemical Sciences.
6	CHEM TV	Teaching Assistant in a TV Section: Contains 23 bipolar adjective response items similar to items in forms 2-5. Developed by School of Chemical Sciences.
7	CLQ	Costin's Lecturing Questionnaire: Contains 23 General Concept items primarily applicable to large lecture sections. Uses a 5 point frequency of occurance response scheme. Four subscale scores are available. Developed by Frank Costin.
8	CDQ	Costin's Discussion Questionnaire: Contains 23 General Concept to diagnostic items primarily applicable to discussion section or seminars. Uses a 5 point frequency of occurance response scheme. Five subscale scores are available. Developed by Frank Costin.
9	AVIA	Aviation: Developed by the Institute of Aviation for evaluation of aviation training.
10	SCI LAB	Science Lab: Contains 23 items using a bipolar adjective response format to obtain feedback in science laboratory courses. Developed by Alan Haney.

ESSAY ITEM IDEAS

Note that spaces E and F on the back of the ICES form are blank to provide space for course specific questions. Items for these spaces may be chosen from the list below or personally generated. Write the selected item on the board and begin by stating "In Space E (or F) please comment on (... the helpfulness of, changes needed, strengths and weaknesses, or suggested improvements, etc.):

1--The organization/structure of course.
2--The depth and breadth of the course material.
3--The discussion sections.
4--The teaching assistant.
5--One or two principal topics which you thought were especially interesting.
6--The effectiveness of the special features of this course (TV format, help sessions, oral exams, contract grading, PLATO, computer projects, labs, etc.).
7--The assignments.
8--The handouts.
9--The films, slides, or other audio-visual aids.
10--The readings.
11--The exams.
12--The grading procedures.
13--How stimulating you found class sessions.
14--What you found most and least stimulating about this course.
15--The difficulty of course material.
16--The lectures.
17--The instructor's grasp of the material.
18--The instructor's communication skills.
19--This instructor in comparison to an ideal instructor.
20--The instructor's professional attitude and behavior.
21--The instructor's concern for students.
22--The instructor's personal characteristics.
23--Any especially helpful aspect of this instructor's work with the class or you individually.
24--Any aspect of this instructor's work which you felt impeded your learning.
25--The contribution of other students.
26--The physical environment of the classroom.
27--The classroom atmosphere.
28--The aspects of the course which you found most valuable.
29--The aspects of the course which you found least valuable.
30--One or two principal topics which you thought were of no value to the course.
31--How well you learned the course material.
32--How well you learned what you wanted to.
33--What this course contributed to your education.
34--In this course I hoped to learn
35--I wish I would have learned
36--Ten years from now I'll probably remember this course most by
37--Things you got out of the course which will be of benefit to you personally.
38--Ways, if any, in which your background for this course was inadequate.
39--Your own interest in the subject areas of this course.
40--My motivation to do well in this course.
41--The reasons you selected this course.
42--Your effort in this course.
43--Your educational and vocational plans.
44--This course in comparison to other courses of this kind.
45--This course in comparison to an ideal course.
46--The type of instruction which would be most beneficial for this course.

Activity H. Exit Interview

Purpose: The purpose of this activity is to gain immediate feedback from graduates re program strengths and weaknesses.

Key Questions:

1. What strengths and/or weaknesses of instructional programs do graduates perceive?
 - A. staff effectiveness
 - B. staff interests and expertise
 - C. course relevancy
 - D. duplication among courses
 - E. content voids
 - F. flexibility in program design
 - G. adequacy of facilities
 - H. supervised occupational experience
 - I. scheduling of courses (availability)
2. What strengths and/or weaknesses of support services do graduates perceive?
 - A. advisement
 - B. off-campus offerings
 - C. placement services
 - D. out-of-department course offerings
3. What changes do graduates' responses suggest?

Procedure:

1. Review and revise key questions.
2. Review the existing instrument for the military program and develop an instrument for the on-campus program.
3. Identify graduating students.
4. Duplicate instrument and give to advisors for administration as senior checks are initiated.
5. Collate findings early in the fall term.

Schedule: Exit interview should be given as each student completes the program.

V.E.S. Military Program Exit Interview

SIU

(1) First, we will need some information about you so we can see the relationships between the different kinds of people in the program and how they feel about the program . . .

What is your current status?

- (a) active military-Air Force
- (b) active military-Navy
- (c) active military-other
- (d) inactive military
- (e) retired military
- (f) civilian

What is your rank?

- (a) E-1 to E-4
- (b) E-5 to E-7
- (c) E-8 or E-9
- (d) warrant officer
- (e) commissioned officer
- (f) (civilian)

How long have you been employed in your present occupation?

- (a) 4 years or less
- (b) 5 to 6 years
- (c) 7 to 9 years
- (d) 10 to 12 years
- (e) 13 to 15 years
- (f) 16 to 18 years
- (g) 19 or 20 years
- (h) over 20 years

What is your social security number?

000 - 00 - 0000
111 - 11 - 1111
222 - 22 - 2222
333 - 33 - 3333
444 - 44 - 4444
555 - 55 - 5555
666 - 66 - 6666
777 - 77 - 7777
888 - 88 - 8888
999 - 99 - 9999

fold

(2) Next, we want to know how you learned about the program and why you enrolled . . .

Which of the following ways had you heard about the program BEFORE you enrolled?

- (a) friends and co-workers
- (b) base education office personnel
- (c) SIUC faculty and staff presentations
- (d) SIUC public relations materials
- (e) other

Which of the following was the SINGLE most influential in your decision to enroll?

- (a) friends and co-workers
- (b) base education office personnel
- (c) SIUC faculty and staff
- (d) family or other

What was the SINGLE most important reason for your wanting to earn a BS degree?

- (a) to increase your promotion potential
- (b) to qualify for a commissioning program
- (c) to meet your 'self image' needs
- (d) to prepare for a second career
- (e) to improve your instructional ability
- (f) other

What was the SINGLE most important selling point about the SIUC program?

- (a) can be completed in only 16 months
- (b) credit for military work and training
- (c) acceptance of credits from other schools
- (d) weekend classes
- (e) course content and type of degree
- (f) it was the only BS program available
- (g) availability of financial aid
- (h) other

fold

(3) And, there are some other general things we would like to know about you.

How much of your degree program have you completed?

- (a) all finished, you can graduate now
- (b) finished most general ed requirements
- (c) finished some general ed requirements
- (d) haven't begun general ed requirements

How much of your general education was earned by CLEP, DANTES, and other tests?

- (a) none
- (b) 3 to 12 credits
- (c) 13 to 24 credits
- (d) 25 or more credits

Do you currently work in an education or training organization?

- (a) yes, you teach in a military school
- (b) yes, you teach in a civilian school
- (c) yes, you supervise military teachers
- (d) yes, you supervise civilian teachers
- (e) yes, you do other work in a school
- (f) yes, business/industry training
- (g) no

Were you enrolled in general education courses in another school while you were enrolled in this program?

- (a) yes, most of the time
- (b) yes, one or two courses
- (c) no

Please turn to the other side . . .

ERIC

4. Now that we know about you, we want to know how you feel we are doing our job. Please fill in the circle that reflects how you react to the next series of statements . . .

	Strongly Agree			Neutral			Strongly Disagree
—SIUC faculty are strongly committed to providing a high quality BS degree program.	①	②	③	④	⑤	⑥	⑦
—You are very satisfied with the quality of service you received from the campus (administration, etc).	①	②	③	④	⑤	⑥	⑦
—You are very satisfied with the quality of the education you received from the program.	①	②	③	④	⑤	⑥	⑦
—Compared to similar on-base programs offered by out-of-state institutions, the SIUC program is high quality.	①	②	③	④	⑤	⑥	⑦
—The SIUC program that you took was the same program that was described when you applied (no exaggeration).	①	②	③	④	⑤	⑥	⑦
—Compared to programs offered by local off-base schools, the SIUC program is high quality.	①	②	③	④	⑤	⑥	⑦

fold

5. And, we want to know how you feel about the value of each of the courses you took during the past 16 months (will they help you?) . . .

	Not Taken	Very Valuable			Neutral			Of No Value
VES 395 - Occupational Internship	⓪	①	②	③	④	⑤	⑥	⑦
VES 495 - Teaching Internship	⓪	①	②	③	④	⑤	⑥	⑦
VES 460 - Analysis and Curriculum Development	⓪	①	②	③	④	⑤	⑥	⑦
VES 462 - Teaching Methods and Materials	⓪	①	②	③	④	⑤	⑥	⑦
VES 466 - Principles and Philosophies of Voc Ed	⓪	①	②	③	④	⑤	⑥	⑦
VES 472 - Cooperative Vocational Education	⓪	①	②	③	④	⑤	⑥	⑦
VES 463 - Assessing Vocational Student Progress	⓪	①	②	③	④	⑤	⑥	⑦
VES 474 - Individualized Instruction	⓪	①	②	③	④	⑤	⑥	⑦
VES 484 - Adult Vocational and Technical Ed	⓪	①	②	③	④	⑤	⑥	⑦
VES 486 - Post-Secondary Voc-Tech Teaching	⓪	①	②	③	④	⑤	⑥	⑦
CIM 453 - Local Production of Educational Media	⓪	①	②	③	④	⑤	⑥	⑦
CIM 465 - Advanced Teaching Methods	⓪	①	②	③	④	⑤	⑥	⑦
GUID 307 - Educational Psychology	⓪	①	②	③	④	⑤	⑥	⑦
GUID 412 - Human Behavior and Mental Health	⓪	①	②	③	④	⑤	⑥	⑦
VES 398 - Special Problems (research problems)	⓪	①	②	③	④	⑤	⑥	⑦
VES 498 - Special Problems (case studies)	⓪	①	②	③	④	⑤	⑥	⑦
VES 490 - Readings	⓪	①	②	③	④	⑤	⑥	⑦

fold

6. And finally, we would like to ask you some general questions about the program and what you plan to do with what you learned.

	Yes		No
Do you feel that your promotion potential has been increased?	Ⓨ	?	Ⓝ
Do you plan to continue your education—begin a masters degree program?	Ⓨ	?	Ⓝ
Have you recommended the SIUC BS degree program to others?	Ⓨ	?	Ⓝ
Have any of your friends begun the program because of your advice?	Ⓨ	?	Ⓝ
Has the program influenced you to have a continuing interest in Voc Ed?	Ⓨ	?	Ⓝ
Has the program helped you to be a better instructor?	Ⓨ	?	Ⓝ
Has the program helped you to do your (non-instructor) job better?	Ⓨ	?	Ⓝ

Thank you for your time and trouble. The purpose of this questionnaire is program improvement. While you were considering the above questions, you may have had thoughts about other aspects—either good or bad—which you could share with us. If so, please put them on the back of the attached letter. Your thoughts about the program are important to us.

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Military Programs—Vocational Education Studies

To: Military Program Students

From: VES Faculty

Subject: Military Program Exit Interview

The baccalaureate program which you are now completing was developed in response to requests by people like yourself. The weekend format, the granting of credit for work experience and military training, the occupational and teaching internship activities, and the series of eight core and elective courses are modifications of the campus BS degree program offered on campus. The program has improved since it was started in 1973, and suggestions from students have been one of the main ways the Department has had upon which to base improvements. This questionaire is a further effort to obtain your feelings about the content and process of the SIU-C military program and to gather your suggestions about how the program may be further improved.

Please take time during the last weeks of your last course to complete the attached questionaire. Use the enclosed pencil. Go over the questionaire first, marking your answers in the circles. Then, if you want to explain further, continue on the back side of this letter. In addition, you may want to write in response to the following questions on the back of this letter.

a. What information or help did you need that would have made your enrollment more satisfying?

b. Do you have any suggestions on how the program might be made more responsive to typical or special groups of students?

c. Do you have any comments to add to the questions asked on the attached questionaire?

When you have completed the questionaire and written your comments on the back of this letter, please fold both of them and insert them in the attached envelope. Seal the envelope and give it to the base office secretary. She will send all of the questionaires collected from your cycle to the campus for analysis and further action.

Thank you for your time.

Vocational Education Department SIU-C

EXIT INTERVIEW

(Campus Programs)

Name _____ Date _____

Permanent Address _____

I.D. Number _____

1. How did you first learn of the VES program at SIU-C?

_____Friends or other students

_____SIU faculty

_____High school or community college counselors

_____Other (please specify)_____

2. Did you have an adequate understanding of the guidelines, requirements, and objectives of the VES program?

_____Yes _____No

If no, what aspects of the program needed greater clarity?

Circle the number which best depicts your appraisal of each question.

3. To what extent were courses relevent to your program?

	Poor								Outstanding
a) Within VES department	1	2	3	4	5	6	7	8	9
b) Within unit	1	2	3	4	5	6	7	8	9
c) Courses in other departments	1	2	3	4	5	6	7	8	9

4. How would you rate the instructors

a) Within VES department	1	2	3	4	5	6	7	8	9
b) Within your unit	1	2	3	4	5	6	7	8	9
c) Courses in other departments	1	2	3	4	5	6	7	8	9

5. How would you rate the facilities of the VES department?

a) Lab facilities	1	2	3	4	5	6	7	8	9
b) Classroom facilities	1	2	3	4	5	6	7	8	9
c) Work areas	1	2	3	4	5	6	7	8	9

6. To what extent did your advisor

a) Inform you of the requirements of the VES department	1	2	3	4	5	6	7	8	9
b) Help you work out a program of study which reflected your goals	1	2	3	4	5	6	7	8	9
c) Make you aware of university resources such as placement, counciling, or testing	1	2	3	4	5	6	7	8	9

7. To what extent were instructional materials relevent

a) Within VES department	1	2	3	4	5	6	7	8	9
b) Within unit	1	2	3	4	5	6	7	8	9
c) Courses in other departments	1	2	3	4	5	6	7	8	9

8. To what extent would you recommend the VES program to a friend? 1 2 3 4 5 6 7 8 9

Activity I. Student Follow-up

Purpose: The purpose of this activity is to gain feedback from former students regarding perceptions of SIUC programs.

Undergraduate - - on-campus

Key Questions:

1. What is the current employment status of graduates?
2. How did graduates seek employment?
3. Do graduates think SIU programs helped them obtain and advance in job?
4. What are the continuing education goals and activities of graduates?
5. What SIU courses were viewed as valuable and less valuable?

Undergraduate - - Military Programs

1. What is the current employment status of former students?
2. Did the SIU program have an effect on work assignments and advancements of graduates?
3. Have former students applied teaching and other skills acquired from the program?
4. How do former students rate the quality of the SIU program?
5. How do former students rate specific courses?
6. What are the self reported outcomes of the SIU program?

Graduate Programs

1. What is the current employment status of former graduate students?
2. What has been the career mobility of former graduate students (geographic and vertical)?
3. In what major activities are former graduate students involved (teaching, admin. research, etc.)?
4. What parts of the SIU program were viewed as valuable?
5. What competencies were missed or not sufficiently emphasized by the SIU program?

Procedure:

1. Review and revise the stated key questions.
2. Review the existing instrument for the study of focus (undergraduate on-campus, undergraduate military, or graduate).
3. Revise the instrument to reflect changes in the key questions.
4. Identify former students and obtain current mailing addresses.
5. Review and revise cover letters.
6. Duplicate and sign cover letters. (Personalize).
7. Code instruments to a master mailing list.
8. Mail instruments, self-addressed envelopes and cover letters.
9. Record responses on master list as they are returned.
10. Assemble and mail follow-up letters with second instruments to non-respondents.
11. Tabulate responses as decided upon by committee (possibly by program area, military base, degree).
12. Prepare a report and distribute to faculty for comment.

Schedule:

Undergraduate - on-campus	-	Initiate in December each year.
Undergraduate - military	-	Initiate March each year.
Graduate	-	Initiate September every third year.

Instruments and Cover Letters

1. Undergraduate on-campus follow-up form.
2. Cover letter.
3. Follow-up of non-respondents letter.

1. Military follow-up form.
2. Cover letter.

1. Graduate degree follow-up form.
2. Cover letter.
3. Follow-up of non-respondents letter.

12. If you have friends, colleagues, students, or other acquaintances who are interested in a degree program, please complete one or more of the following. (There are lots of jobs for good vocational educators.)

name

street

city state zip code

Circle one: B.S. M.S. Ph.D.

name

street

city state zip code

Circle one: B.S. M.S. Ph.D.

13. What can we do for you? (Have a professor write a letter for your placement file. Send information on_____, etc.)

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies

October 31, 1980

Dear Graduate:

Congratulations. We are pleased to count you among our graduates and want to enlist your help. Enclosed are two questionnaires. One is for you and one is for your immediate supervisor. It will help us improve programs and report progress to administrators and external evaluators.

Please complete all items on the Graduate Questionnaire and return it in the envelope provided.

Please give the Supervisor Questionnaire and one of the envelopes to your immediate supervisor. Indicate that results will be strictly confidential and ask that he/she complete all items and return the form in the envelope provided.

Thank you very much. Indicate on the last item on the questionnaire what we can do for you in return. Also feel free to call or write at anytime. 800-642-5337 is toll free from telephones in Illinois.

Sincerely,

James Jenkins Jr

Program Coordinator
Occupational Education Program

dc

Enclosures

VOCATIONAL EDUCATION STUDIES FOLLOW-UP--GRADUATE

NOTE: The information reported in this survey will be used for planning purposes only; the source of information will not be divulged to any other agency or party.

Name _____ _____
Social Security Number

Current Address _____
street

city state zip code

1. Did you seek employment as you finished your degree? Yes___ No___

a. If yes, for how many jobs did you apply?

1-2___ 2-4___ 4-6___ 6 or more___

b. If yes, for how many jobs were you interviewed?

1___ 2___ 3___ 4___

c. If yes, which interview resulted in employment?

1___ 2___ 3___ 4___

d. If yes, did you seek employment in education? Yes___ No___

2. Are you employed? (check one)

full time___ unemployed & looking___

part time___ unemployed & not looking___

If employed, what is your supervisor's name and address?

121

name

street

city state zip code

3. If you work in education, are you a:

teacher_____ counselor_____ administrator_____ other_____

4. If you teach, what occupation(s) or subject(s) do you teach?

5. If you do not work in education, what is your job title?

6. Has a degree from SIU-C helped you get a job? Yes____ No____

advance in your job? Yes____ No____

7. Would you recommend the program you completed to others?

Yes____ No____

8. Are you seeking an advanced degree? Yes____ No____

a. If yes, at what institution? _____

b. In what department? _____

c. If no, are you interested in pursuing an advanced degree in the future?

Yes____ No____

d. If yes, in what field? _____

9. Which Vocational Education Studies course was most valuable?

10. Which Vocational Education Studies course was least valuable?

11. In reviewing the professional education sequence courses, which has helped you most?

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
Occupational Education Program

December 3, 1980

Dear Graduate,

We are sorry to note that you have not returned the questionnaire we sent you a month ago. Please take a few minutes to help us improve programs and report progress to administrators and external evaluators.

Please complete all items on the Graduate questionnaire and return it in the envelope provided.

Please give the Supervisor Questionnaire and envelope to your immediate supervisor. Indicate that results will be strictly confidential and ask that he/she complete all items and return the form in the envelope provided.

Sincerely,

Ronald W Stadt

Ronald W. Stadt
Coordinator of Undergraduate Programs

RWS/dc

Enclosures

V.E.S. Military Program—Graduate Follow Up Study

1 First, we will need some information about you so we can see the relationships between the different kinds of people who completed the program and how they feel about it . . .

What is your current status?
- (a) active military—Air Force
- (b) active military—Navy
- (c) active military—other
- (d) inactive military
- (e) retired military
- (f) civilian

What is your rank?
- (a) E-1 to E-4
- (b) E-5 to E-7
- (c) E-8 or E-9
- (d) warrant officer
- (e) commissioned officer
- (f) (civilian)

What is your social security number?

0 0 0	0 0	0 0 0 0
1 1 1	1 1	1 1 1 1
2 2 2	2 2	2 2 2 2
3 3 3	3 3	3 3 3 3
4 4 4	4 4	4 4 4 4
5 5 5	5 5	5 5 5 5
6 6 6	6 6	6 6 6 6
7 7 7	7 7	7 7 7 7
8 8 8	8 8	8 8 8 8
9 9 9	9 9	9 9 9 9

How long have you been employed in your present occupation?
- (a) 4 years or less
- (b) 5 to 6 years
- (c) 7 to 9 years
- (d) 10 to 12 years
- (e) 13 to 15 years
- (f) 16 to 18 years
- (g) 19 or 20 years
- (h) over 20 years
- (i) (civilian)

2 Are you in the military service? If you are, please complete this section (and omit 3). Basically we want to know how your SIUC degree has affected your military career.

Did your enrollment and/or graduation from the program affect your career progression?
- (a) yes, you were promoted while enrolled
- (b) yes, you were promoted since graduation
- (c) yes, you were commissioned since graduation
- (d) yes, you will be promoted soon
- (e) no, you were promoted but the degree was not a major contributing factor
- (f) no, there was no effect on your career

Did your enrollment and/or graudation from the program affect the kind of work you do?
- (a) yes, new kind and more responsibility
- (b) yes, new kind but same responsibility
- (c) yes, same kind but more responsibility
- (d) yes, but it's the same type and status of work as before
- (e) no, you still do the same work as before

Do you currently work in an education or training function or organization?
- (a) yes, you teach a military course
- (b) yes, you supervise or train instructors
- (c) yes, you do other work in a service school
- (d) yes, you teach in a civilian school
- (e) yes, you work with OJT
- (f) no, you are not working with ed/tng

3 Are you a civilian? If you are, please complete this section (and omit section 2, above). Basically, we want to know how your SIUC degree has affected your civilian career.

Were you in the military service while you were enrolled in the SIUC program?
- (y) Yes → If yes, when did you leave the service?
 - (a) you retired from the service
 - (b) you left the service mid-career
- (n) No → If no, what was your status while enrolled?
 - (a) you worked for the military on base
 - (b) you were not associated with the military
 - (c) your spouse was in the military

Have you found new employment since graduation?
- (a) yes, but the same type and status as before
- (b) yes, same kind but more responsibility
- (c) yes, new kind but same responsibility
- yes, new kind and more responsibility
- no, you still have the same job

If you left the service before retirement, why did you leave?
- (a) job satisfaction reasons
- (b) economic reasons
- (c) to become a voc ed instructor
- (d) other

4) Now that we know about you, we want to know how you feel we did our job. Please fill in the circle that reflects how you react to the next series of statements . . .

	Strongly Agree			Neutral			Strongly Disagree
—SIUC faculty were strongly committed to providing a high quality BS degree program	①	②	③	④	⑤	⑥	⑦
—You were very satisfied with the quality of service you received from the campus (administration, etc).	①	②	③	④	⑤	⑥	⑦
—You are very satisfied with the quality of the education you received from the program.	①	②	③	④	⑤	⑥	⑦
—Compared to similar on-base programs offered by out-of-state institutions, the SIUC program was of high quality.	①	②	③	④	⑤	⑥	⑦
—The SIUC program that you took was the same program that was described to you when you applied (ie, no exaggerations).	①	②	③	④	⑤	⑥	⑦
—Compared to programs offered by local off-base schools, the SIUC program was of high quality.	①	②	③	④	⑤	⑥	⑦
—You have a sense of pride in your SIUC degree.	①	②	③	④	⑤	⑥	⑦

5) And, we want to know how you feel about the value of each of the courses you took (have they helped you?) . . .

	Don't Remember	Not Taken	They were: Very Valuable			Neutral			Of No Value
VES 395 - Occupational Internship	?	Ⓞ	①	②	③	④	⑤	⑥	⑦
VES 495 - Teaching Internship	?	Ⓞ	①	②	③	④	⑤	⑥	⑦
VES 460 - Analysis and Curriculum Development	?	Ⓞ	①	②	③	④	⑤	⑥	⑦
VES 462 - Teaching Methods and Materials	?	Ⓞ	①	②	③	④	⑤	⑥	⑦
VES 466 - Principles and Philosophies of Voc Ed	?	Ⓞ	①	②	③	④	⑤	⑥	⑦
VES 472 - Cooperative Vocational Education	?	Ⓞ	①	②	③	④	⑤	⑥	⑦
VES 463 - Assessing Vocational Student Progress	?	Ⓞ	①	②	③	④	⑤	⑥	⑦
VES 474 - Individualized Instruction	?	Ⓞ	①	②	③	④	⑤	⑥	⑦
VES 484 - Adult Vocational and Technical Ed	?	Ⓞ	①	②	③	④	⑤	⑥	⑦
VES 486 - Post-Secondary Voc-Tech Teaching	?	Ⓞ	①	②	③	④	⑤	⑥	⑦
CIM 453 - Local Production of Educational Media	?	Ⓞ	①	②	③	④	⑤	⑥	⑦
CIM 465 - Advanced Teaching Methods	?	Ⓞ	①	②	③	④	⑤	⑥	⑦
GUID 307 - Educational Psychology	?	Ⓞ	①	②	③	④	⑤	⑥	⑦
GUID 412 - Human Behavior and Mental Health	?	Ⓞ	①	②	③	④	⑤	⑥	⑦
VES 398 - Special Problems (research problems)	?	Ⓞ	①	②	③	④	⑤	⑥	⑦
VES 498 - Special Problems (case studies)	?	Ⓞ	①	②	③	④	⑤	⑥	⑦
VES 490 - Readings	?	Ⓞ	①	②	③	④	⑤	⑥	⑦

6) And finally, we would like to ask you some general questions about the program and what you plan to do with what you learned.

	Yes	Neutral	No
Did you recommend the SIUC BS degree program to others?	Ⓨ	?	Ⓝ
Did any of your friends begin the program because of your advice?	Ⓨ	?	Ⓝ
Did the program help you to be a better instructor?	Ⓨ	?	Ⓝ
Did the program help you to do your (non-instructor) job better?	Ⓨ	?	Ⓝ
Did the program influence you to have a continuing interest in Voc Ed?	Ⓨ	?	Ⓝ
Are you aware of the job opportunities in vocational education?	Ⓨ	?	Ⓝ
Did the program change your mind about the value of Voc Ed?	Ⓨ	?	Ⓝ
When you leave the service would you be interested in Voc Ed teaching?	Ⓨ	?	Ⓝ

Thank you for your time and trouble. The purpose of this questionnaire is program improvement. While you were considering the above questions, you many have had thoughts about other aspects of the program—either good or bad—which you could share with us. If so, please write them on the back of the attached letter. Your thoughts and feelings about the program are important to us.

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Military Programs—Vocational Education Studies

January 8, 1981

MEMORANDUM

TO: Graduates of the VES Military Programs

FROM: VES Faculty

SUBJECT: Graduate Follow Up Study

The faculty of the Department of Vocational Education Studies at Southern Illinois University join with the many others in offering congratulations to you for the completion of your program. We truly understand the magnitude of your accomplishments.

The program which you completed differs significantly from the program which was implemented seven years ago at Scott AFB. The changes that have been made resulted primarily from information supplied by previous follow up studies.

The faculty are in the process of another major evaluation of our program. We actively solicit your assistance and support in that effort by completing the enclosed follow up survey. No survey instrument of this type can adequately cover all the concerns of a student body as diverse as ours, so you are encouraged to add comments on the reverse side of this letter.

All the information we receive from you will be carefully reviewed for the goal of program improvement. Your responses will be held in the strictest of confidence. We will also attempt to answer any questions which you might wish us to address.

Please note that there is a post card enclosed. We like to keep track of our graduates and would appreciate your correcting the address on this post card and returning it with the questionaire. Upon receipt of that post card we will forward a Career Planning and Placement Packet. This packet is now being given to students currently enrolled in our program. The materials include information on how to use the Career Planning and Placement Center services which are available throughout your professional lifetime and a variety of other information which you might find useful. The updated address will permit us to contact you about future SIU services which may become available.

Thank you in advance for your time and effort on behalf of the faculty and those students who will benefit from an improved program.

DLH/djb

Enclosure

Activity J. Employer Follow-Up Survey

Purpose: The purpose of this activity is to survey immediate supervisors of graduates.

Key Questions:

1. To what extent is the program effective in developing general traits of graduates.
2. To what extent is the program effective in developing specific abilities and traits.
3. To what degree are employers satisfied with graduates.
4. How do graduates rank in comparison to graduates of other programs in similar positions?

Procedure:

1. Review and revise the stated key questions.
2. Review the existing instrument. Assure focus is correct.
3. Revise the instrument to reflect changes in key questions.
4. Identify employers of former students and obtain mailing addresses.
5. Review and revise cover letter.
6. Duplicate and sign cover letter.
7. Code instrument to a master mailing list.
8. Mail instruments, self-addressed envelopes and cover letters.
9. Record responses on master list as they are returned.
10. Assemble and mail follow-up letters with second instruments to non-respondents.
11. Tabulate responses as decided upon by committee.
12. Prepare a report and distribute to faculty for comment.

Schedule:

Undergraduate - Initiate in December each year.

Graduate - Initiate in September every third year.

VOCATIONAL EDUCATION STUDIES FOLLOW-UP--SUPERVISOR

Note to Supervisor:

We are conducting a study of the effectiveness of Vocational Education Studies programs. As a supervisor of one of our graduates, you can help. Below is a short evaluation form which we hope can be filled out in a very few minutes. No supervisor or employee will be identified in the results. All responses will be kept in strict confidence.

Please complete the questionnaire and mail it in the stamped, self-addressed envelope.

1. Name of Employee _____

2. Your Name and Title _____

3. Total number of employees in the organization or business _____

4. The major function of the organization or business _____

5. Job performed by the employee _____

PLEASE TURN OVER

6. Please rate each of the general traits of this employee below. Circle the rating scale to the right of each trait.

	Low				Medium				High
A. PLANNING	1	2	3	4	5	6	7	8	9
B. PERSONAL DEVELOPMENT	1	2	3	4	5	6	7	8	9
C. COOPERATION WITH OTHERS	1	2	3	4	5	6	7	8	9
D. MEETING DEADLINES	1	2	3	4	5	6	7	8	9
E. JUDGMENTS	1	2	3	4	5	6	7	8	9
F. COMMUNICATION	1	2	3	4	5	6	7	8	9
G. FOLLOWERSHIP	1	2	3	4	5	6	7	8	9
H. LEADERSHIP	1	2	3	4	5	6	7	8	9

7. Please rate the employee on the following specific abilities and traits.

	Not Observed	Low				Medium				High
A. INSTRUCTION/TRAINING	0	1	2	3	4	5	6	7	8	9
B. RESEARCH	0	1	2	3	4	5	6	7	8	
C. PUBLIC RELATIONS	0	1	2	3	4	5	6	7	8	9
D. SUPERVISION/MANAGEMENT	0	1	2	3	4	5	6	7	8	9
E. WRITING SKILLS	0	1	2	3	4	5	6	7	8	9

8. Would you hire another graduate from our program? Yes____ No____

9. If you employ graduates of other programs in similar positions, how do they compare?

SIU-C's grads are: Superior____ Equal____ Not as Good____

10. Comments:

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies

October 31, 1980

Dear Graduate:

Congratulations. We are pleased to count you among our graduates and want to enlist your help. Enclosed are two questionnaires. One is for you and one is for your immediate supervisor. It will help us improve programs and report progress to administrators and external evaluators.

Please complete all items on the Graduate Questionnaire and return it in the envelope provided.

Please give the Supervisor Questionnaire and one of the envelopes to your immediate supervisor. Indicate that results will be strictly confidential and ask that he/she complete all items and return the form in the envelope provided.

Thank you very much. Indicate on the last item on the questionnaire what we can do for you in return. Also feel free to call or write at anytime. 800-642-5337 is toll free from telephones in Illinois.

Sincerely,

James Jenkins Jr.

Program Coordinator
Occupational Education Program

dc

Enclosures

EVALUATION OF RESEARCH

B. Evaluation of Research

Purpose: The purposes of the research component of the evaluation system are to identify perceived needs for funded projects, to determine whether goals of projects have been met, and to determine what outcome and/or impacts research efforts have had on the unit and the university.

Goals: To ensure timely delivery of project reports.

To provide feedback to project directors.

To assess congruence of current and potential projects with departments, college, university, state, and national goals.

To assess project success vis-a-vis funding agency criterion.

Evaluation Activities: Analyze of current contracts

Analyze of project reports

Feedback from funding agency

Activity A. Analysis of Current Contracts

Purpose: The purpose of this activity is to assess congruence of current and potential contracts with department, college, university, state, and national goals.

Key Questions:

1. What funded activities are currently underway at SIU-VES?
2. What are the goals of the department, college and university?
3. What are the goals of the state and nation for vocational education and related personnel development fields, areas, whatever?
4. What is the relationship of currently and potentially funded activities to these goals?
5. What topics or goals are not adequately addressed by VES faculty?

Procedure:

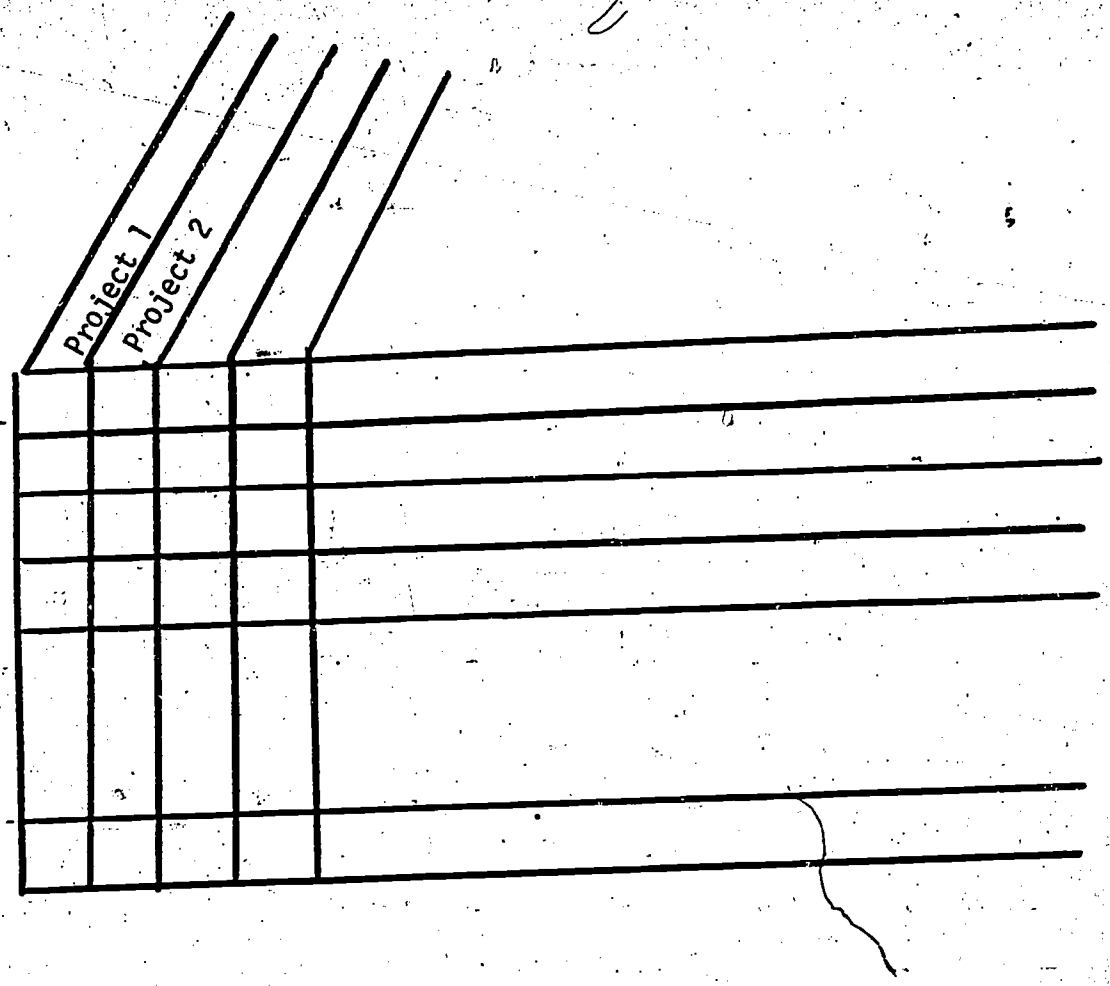
1. Obtain statement of department, college and university mission or goal statements.
2. Obtain the most recent statement of state goals or thrusts for vocational education (See supporting documents section for example). Do same for related fields, e.g., CETA, government agency training.
3. Obtain the most recent statement of national VOCED priorities.
4. Compile a list (and abstracts if available) for each funded project in the department.
5. Place the university, college, department, state and national goals or priorities on a matrix (See supporting documents for sample.)
6. Place a brief descriptor or number for each funded activity on the horizontal axis of the matrix.
7. Consider each funded activity and place a check mark (✓) in each cell which reflects the thrust of the project.
8. Review the completed matrix and identify funded activities which have check marks in their column of the matrix.
9. Review each goal/thrust and identify those which have no check marks in their row.

10. Discuss these findings at a faculty meeting or unit meeting. Ask the questions, "What does this mean? How do we justify this? What does this tell us about future activities?".

11. Complete a priority checklist form for each new prospectus, idea or proposal. This will provide an ongoing check of congruence and will provide internal justification for action.

12. Send the priority checklist with proposals to the university liaison and other persons to aid in informing re the thrust(s).

Matrix
Checklist



iiversity Goals

ollege Goals

Jept. Goals

1.
2.
3.
4.
5.
6.
7.
8.
9.

Priorities Checklist

Project Title: _____

Project Director: _____

Funding Agency: _____

(Please check each that applies to this proposal)

University Goals

1. _____
2. _____
3. _____
4. _____

College Goals

1. _____
2. _____
3. _____
4. _____
5. _____

Department Goals

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

State Thrusts

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

National Priority

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Activity B. Analysis of Project Reports

Purpose: The purpose of this activity is to ensure timely delivery of project reports and to provide feedback to project directors. A central report file will also be established.

Key Questions:

1. Are reports prepared and submitted as requested by funding agencies?
2. Is there consistency among project reports which assures identity for the department and university?
3. Are there projects which need assistance if they are to achieve contracted goals?
4. Is it possible for anyone to review all project reports for a given year? (Is there a common report library?)
5. What problems exist within several projects that could benefit from expertise in the department or beyond?

Procedure:

1. Prepare a list of all funded projects with Project Director names.
2. Review each project proposal and funding agency guidelines to determine reporting requirements and products of each.
3. Enter reporting requirements on project summary chart.
4. Send a memo to all project directors, requesting a copy of each of report and product as they are completed (see sample memo).
5. As reports are received from project directors, record their receipt on the project summary chart.
6. Identify two individuals to act as report reviewers:

 a. These might be project directors.

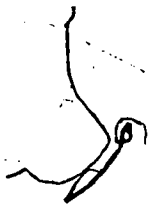
7. Ask each reviewer to scan each project report for broad characteristics such as: 1) professional appearance, comprehensiveness, clarity, etc.
8. If gross problems are identified on any one report, a brief summary of identified weaknesses should be prepared. Additionally, suggestions for the improvement of future reporting should be provided.

9. Meet with and/or distribute the summary to project directors making special report(s) which need improvement.

PROJECT SUMMARY CHART

Project Title	FUNDING AGENCY	DURATION Beginning - End	REPORTS: First Quarter		Second Quarter		Third Quarter		Annual		Final		Other
			RQ	RC	RQ	RC	RQ	RC	RQ	RC	RQ	RC	

Note: RQ = Required, RC = Recieved



MEMORANDUM

TO: Project Directors

FROM: Department Evaluation Committee

SUBJECT: Project Reports

The Evaluation Committee has instituted a process for cataloging and reviewing reports and other products which result from funded activities. We believe this will help inform a broader segment of the faculty of activities of the department. Additionally, it will allow us to establish and maintain consistency and identity for the Department.

To help us, would you please send one copy of each of your project's products to the as they are prepared.

Thank you for your assistance in this matter.

Activity C. Solicitation of Feedback from Funding Agencies

Purpose: The purpose of this activity is to provide a post hoc view of project success by persons responsible for funding.

Key Questions:

1. Do funding agency personnel have positive perception of projects completed?
2. Do funding agency personnel feel that projects have been well managed?
3. Do they think project staff were adequate?
4. Are project products perceived as adequate?
5. What feedback have funding agency personnel received from other professionals? Advisors?

Procedure:

1. Using the list of projects for the two previous years, identify a project monitor or contract administrator for each. This may require contacting each project director.
2. Mail each contract administrator one copy of the Project Feedback Form for each VES project he/she monitored.
3. Record responses as they return and mail a follow-up note to those who do not respond within two weeks of the required data of return.
4. Summarize returned forms and prepare a composite report.
5. Distribute a copy of each returned form to the corresponding project director.
6. Hold meetings with project directors who received exceedingly negative responses.
7. Use the composite report or a summary to communicate project successes to department, college and university officials.
8. Use project feedback forms as external evaluations of faculty for merit, tenure, and rank considerations.

Project Feedback Form

Project Title: _____

Project Director: _____

Project Dates: Begin _____ End _____

Funding Agency _____

Contract Administrator: _____

Please respond frankly to the following items. Results will help us improve our performance on projects. Please use the following response key:

SA = Strongly Agree
A = Agree
N = Neutral
D = Disagree
SD = Strongly Disagree

SA A N D SD 1. The project was directed toward a real need in Vocational Education or _____.

SA A N D SD 2. The project was well managed.

SA A N D SD 3. The project director was responsive to needs of the funding agency.

SA A N D SD 4. The project director identified and attracted qualified staff.

SA A N D SD 5. The project director was attentive to funding agency rules and regulations.

SA A N D SD 6. The project staff was adequate.

SA A N D SD 7. The project was conducted efficiently.

SA A N D SD 8. The products (reports, handbook, etc.) of the project was excellent.

SA A N D SD 9. The products of the project will be beneficial to Vocational Education.

SA A N D SD 10. The project will have an impact on Vocational Education in the state of Illinois.

SA A N D SD 11. The project will have an impact on Vocational Education in the country.

SA A N D SD 12. Positive feedback has been received from other funding agency personnel (DAVTE) about this project.

SA A N D SD 13. Positive feedback about this project has been received from LEA personnel.

14. Please comment on positive and negative aspects of this project.

15. Please identify ways in which VES-SIU can better meet the needs of your agency.

EVALUATION OF SERVICE

C. Evaluation of Service

Purpose(s): The purposes of the service component of the evaluation system are a) to assess priorities for service activities if respective units b) to assure and document delivery of services, and c) to identify means for improving services.

Goals: To assess the extent to which service activities are provided for by the department and larger administrative units.

To assess the extent to which service activties are provided for by units within the department.

To assess the extent to which services activities are provided for by individual professionals.

To assess the effectiveness of services provided.

To recommend means for improving/expanding services.

Evaluation Activities: Orient faculty to the purpose of evaluation activity

Complete Faculty Service Plan

Update Faculty Service Plan

Submit End of Year Service Report

Utilize report in annual planning.

Activity A. Analysis of Activities

Purposes: The purposes of the service component of the evaluation system are to a) assess priorities for service activities in the department and units, b) assure and document delivery of services, and c) identify ways of improving services.

Key Questions:
1. What is the extent of service activities?
 a) department
 b) units
 c) individuals
2. How effective have provided services been?
3. What should services be expanded? Improved?

Procedures:
1. Orient faculty to the purposes of this evaluation activity. See above and paraphrase:
 a) to systematize the offering of services,
 b) to plan services for a year,
 c) to assess quality.
2. Introduce the levels at which services may occur.
 a) International
 b) National
 c) State
 d) Local
 e) University
 f) College
 g) Department
 h) Unit

3. Introduce types of service to staff.

a) International

(1) International Organizations

(2) Committee Service

(3) Program development and conduct

b) National

(1) National Organizations

(2) Committee Service

(3) National Meetings

(4) Testifying before legislative committees

c) State

(1) State Organizations

(2) Advisory Council

(3) Committee Work with State Office

d) Local

(1) Student Organizations

(2) Advisory Committee

(3) Service to public schools

e) University

(1) Faculty Senate

(2) Graduate Council

(3) Committee work within university

(4) Commencement

(5) Undergraduate Curriculum

(6) Representing University as Assigned for Special Functions

f) College

(1) Graduate Affairs Committee

(2) College Advisory Committee

(3) Teacher Education Committee

(4) Undergraduate Affairs Committee

(5) Representing College as Assigned for Special Functions

g) Department

(1) Policy Committee

(2) Undergraduate Program

(3) Graduate Affairs

(4) Administrative

(5) Representing Department as Assigned for Special Functions

h) Unit

(1) Student Advisement

(2) Student Recruitment

(3) Representing the Unit as Assigned at Special Functions

i) Others - as indicated by faculty member

4. Complete Faculty Service Plan

5. Update Faculty Service Plan

6. Submit End of Year Service Report

a) Submit faculty service plan

b) Document quality and quantity of service

7. Utilize the year-end results

Schedule: Evaluation of Faculty Service should be evaluated on a yearly basis.

FACULTY MEMBER _____

RANK _____

August 14, 19 ___ to May 14, 19 ___

FACULTY SERVICE PLAN

Indicate the categories and types of service in which you would like to be involved during the next 9 months. Use the following list as a guide, however, do not limit yourself to this list.

1. International organizations
2. Committee Service
3. Program Development
4. National Organizations
5. National Meetings
6. Advisory Committees
7. Editorships
8. Representing University, College, or Unit as Assigned for Special Functions
9. Student Advisement
10. Student Recruitment
11. Offices Held in State and National Organizations

Services For Unit

Service Activity	Recipient	Date	Time Spent	Extent to which objectives accomplished

Services For College

Service Activity	Recipient	Date	Time Spent	Extent to which objectives accomplished

Services For University

Service Activity	Recipient	Date	Time Spent	Extent to which objectives accomplished

Services At Local Level

Activity	Recipient	Date	Time Spent	Extent to which objectives accomplished

Services At State Level

Service Activity	Recipient	Date	Time Spent	Extent to which objectives accomplished

Service Activity	Recipient	Date	Time Spent	Extent to which objectives accomplished

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Service Activity	Recipient	Date	Time Spent	Extent to which objectives accomplished

SERVICE PRESENTER _____

RECIPIENT _____

Service Rating Instrument

Circle the number which best depicts your appraisal of the service.

	Poor								Outstanding
1. To what extent was the service requested provided?	1	2	3	4	5	6	7	8	9
2. To what extent did the service meet your expectations?	1	2	3	4	5	6	7	8	9
3. Was time scheduled appropriately?	1	2	3	4	5	6	7	8	9
4. What level of technical expertise did the presenter exhibit?	1	2	3	4	5	6	7	8	9
5. To what extent was the presenter able to relate to your needs?	1	2	3	4	5	6	7	8	9
6. How sensitive was the presenter to your needs?	1	2	3	4	5	6	7	8	9
7. To what extent did presenters respond to your questions?	1	2	3	4	5	6	7	8	9

8. Comment on what was right/wrong with the service.

9. How would you suggest the presenter change in future activities of this nature?

COLLEGE OF EDUCATION

Research and/or Service Report

Faculty Member _____

Criteria for Evaluation (Expected Progress During This Time Period)
See Research and Service Assignment

Progress During This Time Period

Assessment of Progress

	Satisfactory	Unsatisfactory
Faculty Member _____	☐	☐
Departmental Executive Officer _____	☐	☐
Dean _____	☐	☐

Forward one copy to the Associate Dean for Graduate Studies and Research

Due May 15

5/80

COLLEGE OF EDUCATION

Research and/or Service Assignment

Faculty Member _____

Percent of Approved Time for Described Project

Research	Service

Fall Semester, 19 ___

Spring Semester, 19 ___

Description of Assignment

Criteria for Evaluation (Expected Progress During This Time Period)

Faculty Member Approval _____ Date _____

Departmental Chairperson Approval _____ Date _____

Dean Approval _____ Date _____

Forward one copy to the Associate Dean for Graduate Studies and Research in the College of Education prior to September 15.

EVALUATION OF ADMINISTRATION

D. Evaluation of Administration

Purpose: The purpose of this activity is to identify both strengths and weakenesses in performance.

Goals: To assess administrative leadership

To assess magerial functions

To assess external relationships

To assess personnel relationships

To assess personal characteristics

Evaluation Activities: Orient faculty to the purpose of the evaluation activity

Have faculty complete evaluation instrument

Present findings and recommendations to Dean of College.

Activity A. Evaluation of Administration

Purpose: The purpose of this activity is to identify both strengths and weaknesses in performance.

Key Questions:

1. What is the extent of administration leadership?
2. To what extent are managerial functions performed?
 a) fiscal management
 b) office management
3. How effective are external relationships?
 a) other units within the college/university?
 b) other universities?
 c) state and federal agencies?
 d) agencies in the private sector
4. How effective are personnel relationships?
 a) faculty/staff
 b) employed students, all students
5. To what extent are personal characteristics positive?

Procedures:

1. Orient faculty to the purpose of the evaluation activity.
2. Have faculty complete evaluation forms.
3. Present findings and recommendations to Dean of College.
4. Develop evaluation instrument for program coordinators at Carbondale and off campus program offices.
5. Develop evaluation instrument for administration of programs in bases.

Schedule: Evaluation of Administration should be conducted on a three-year cycle.

Administrative Evaluation

VES OPERATING PAPERS JOB DESCRIPTION:

The Departmental Executive Officer shall:

1. Be the executive and fiscal officer of the department, responsible to the Dean for the administration of policies of the unit, the College, and the University.

2. Preside at all meetings of the department.

3. Make recommendations to the Dean, with the advice of faculty, on matters concerning staff employment, salary, promotion, tenure, retirements, release and dismissal.

4. Represent the department, through the Dean, on matters dealing with other units in the University and with outside agencies and organizations.

5. Involve the faculty and, when appropriate, students in the determination of policy and decision-making process.

THE EVALUATION FORM:

A basic objective of evaluation is to identify both strengths and weaknesses in performance. The evaluation form is to be completed based on data covering the assessment period. Individual evaluations in the "Needs Improvement" category should be accompanied by an appropriate comment although comments are welcome on any or all response items. The evaluator is urged to provide factual action-oriented statements rather than broad generalizations.

ADMINISTRATIVE EVALUATION INSTRUMENT

Name of Evaluatee _____

Position Department Executive Officer of Vocational Education Studies

Date _____

I. ADMINISTRATIVE LEADERSHIP	Insufficient Information	Inadequate	Needs Improvement	Adequate	Excellent
a. Is willing to make decisions and accept responsibility.	☐	☐	☐	☐	☐
Comments: _____					
b. Is able to effect desirable change (program, curricula, etc.)	☐	☐	☐	☐	☐
Comments: _____					
c. Gives appropriate attention to details and routine (scheduling, etc.)	☐	☐	☐	☐	☐
d. Effectively delegates authority.	☐	☐	☐	☐	☐
Comments: _____					

I. ADMINISTRATIVE LEADERSHIP	Insufficient Information	Inadequate	Needs Improvement	Adequate	Excellent
e. Develops individual enthusiasm and initiative among faculty members.	☐	☐	☐	☐	☐

Comments: _____

f. Has made provision to effect proper student advisement and other services. ☐ ☐ ☐ ☐ ☐

Comments: _____

g. Exercises ability to develop a strong instructional program. ☐ ☐ ☐ ☐ ☐

Comments: _____

h. Involves faculty in development of departmental goals. ☐ ☐ ☐ ☐ ☐

Comments: _____

II. MANAGERIAL FUNCTIONS

A. Fiscal Management

a. Exercises the ability to develop and manage budgets once approved. ☐ ☐ ☐ ☐ ☐

Comments: _____

II. MANAGERIAL FUNCTIONS

	Insufficient Information	Inadequate	Needs Improvement	Adequate	Excellent
A. Fiscal Management					
b. Allocates fairly to all faculty/staff members those financial resources in support of programs (travel, etc.)	☐	☐	☐	☐	☐

Comments: _____

c. Insures appropriate purchasing, reimbursements and other procedures. ☐ ☐ ☐ ☐ ☐

Comments: _____

B. Office Management

a. Develops effective office routines to accomplish desired department tasks. ☐ ☐ ☐ ☐ ☐

Comments: _____

b. Supervises office staff so as to give support to department programs. ☐ ☐ ☐ ☐ ☐

Comments: _____

c. Meets required deadlines for reports, etc. ☐ ☐ ☐ ☐ ☐

Comments: _____

B. Office Management	Insufficient Information	Inadequate	Needs Improvement	Adequate	Excellent
d. Provides guidance and assistance in obtaining space, facilities and materials for department assignments, by contacting the proper university personnel.	☐	☐	☐	☐	☐

Comments: _____

III. EXTERNAL RELATIONSHIPS

a. Exhibits willingness to cooperate with other units within the college/university.	☐	☐	☐	☐	☐

Comments: _____

b. Maintains good rapport with college administrative staff.	☐	☐	☐	☐	☐

Comments: _____

c. Projects positive department image with other university units.	☐	☐	☐	☐	☐

Comments: _____

d. Effectively interprets department policy and programs to the university community.	☐	☐	☐	☐	☐

Comments: _____

EXTERNAL RELATIONSHIPS	Insufficient Information	Inadequate	Needs Improvement	Adequate	Excellent
e. Recognizes services to the department by outside units and personnel.	☐	☐	☐	☐	☐

Comments: _____

f. Shows enthusiasm and support for faculty/staff involvement on university committees and in professional activities. ☐ ☐ ☐ ☐ ☐

Comments: _____

g. Encourages and supports faculty/staff involvement in external service activities to local, state, national, and other agencies and organizations. ☐ ☐ ☐ ☐ ☐

Comments: _____

h. Represents the department effectively to superiors and outside sources. ☐ ☐ ☐ ☐ ☐

Comments: _____

IV. PERSONNEL RELATIONSHIPS

a. When faculty/staff vacancies occur, an effort is made to employ the most qualified prospective candidate. ☐ ☐ ☐ ☐ ☐

Comments: _____

PERSONNEL RELATIONSHIPS	Insufficient Information	Inadequate	Needs Improvement	Adequate	Excellent
b. Provides effective support for the welfare of the faculty/staff in such matters as promotion, salary and tenure.	☐	☐	☐	☐	☐
c. Reviews the assignments of faculty/staff members on a regular basis.	☐	☐	☐	☐	☐
d. Provides continuous positive motivation for the professional growth of the total faculty/staff.	☐	☐	☐	☐	☐
e. Effectively delegates responsibility to faculty/staff members.	☐	☐	☐	☐	☐
f. Provides for a thorough evaluation of faculty/staff performance on a regular basis.	☐	☐	☐	☐	☐

Comments: _____

Comments: _____

Comments: _____

Comments: _____

PERSONNEL RELATIONSHIPS	Insufficient Information	Inadequate	Needs Improvement	Adequate	Excellent
g. Provides for opportunities for professional growth of the faculty/staff (released time, professional meetings, sabbaticals, etc.)	☐	☐	☐	☐	☐
h. Provides for grievances and counter-points of view to receive a fair hearing.	☐	☐	☐	☐	☐
i. Respects the privileged nature and confidentiality of information dealing with faculty/staff personnel.	☐	☐	☐	☐	☐
j. Conducts meetings in a democratic and efficient manner.	☐	☐	☐	☐	☐
k. Provides leadership for the recruitment of undergraduates and graduate students.	☐	☐	☐	☐	☐

Comments: _____

Comments: _____

Comments: _____

Comments: _____

Comments: _____

IV. PERSONNEL RELATIONSHIPS	Insufficient Information	Inadequate	Needs Improvement	Adequate	Excellent
l. Provides for appropriate student involvement in department affairs.	☐	☐	☐	☐	☐
Comments: _____					
m. Encourages and recognizes creative activities.	☐	☐	☐	☐	☐
Comments: _____					
n. Treats each faculty member fairly.	☐	☐	☐	☐	☐
Comments: _____					

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V. PERSONAL CHARACTERISTICS

a. Shows evidence of personal professional advancement and self renewal in the areas of:					
1. teaching	☐	☐	☐	☐	☐
2. service	☐	☐	☐	☐	☐
3. research	☐	☐	☐	☐	☐
4. Professional organization identity	☐	☐	☐	☐	☐
Comments: _____					

V. PERSONAL CHARACTERISTICS

	Insufficient Information	Inadequate	Needs Improvement	Adequate	Excellent
b. Exhibits poise and self confidence.	☐	☐	☐	☐	☐

Comments: _____

c. Has a good sense of humor. ☐ ☐ ☐ ☐ ☐

Comments: _____

d. Dresses appropriately and is well groomed. ☐ ☐ ☐ ☐ ☐

Comments: _____

e. Encourages faculty to cooperatively work for department goals. ☐ ☐ ☐ ☐ ☐

Comments: _____

f. Is open to suggestions. ☐ ☐ ☐ ☐ ☐

Comments: _____

g. Is honest in dealing with others. ☐ ☐ ☐ ☐ ☐

Comments: _____

V. PERSONAL CHARACTERISTICS	Insufficient Information	Inadequate	Needs Improvement	Adequate	Excellent
h. Maintains a friendly atmosphere in the department.	☐	☐	☐	☐	☐
i. Manifestation of confidence and trust for the integrity of individual staff members.	☐	☐	☐	☐	☐

Comments: _____

Comments: _____

SUMMARY

Taking everything into consideration, the administrative performance of this individual can be judged:	☐	☐	☐	☐	☐

Comments: _____

Appendices

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APPENDIX A

LOCALLY DIRECTED EVALUATION WORKSHOP PARTICIPANTS

1.	T. R. Stitt	Ag. Ed.
2.	Charles O. Phillips	Occ. Ed.
3.	Marcia Anderson	Business Ed.
4.	Bruce McDonald	(Military)Business Ed.
5.	Mary Ann McDonald	Home Ec. Ed.
6.	Dick Bortz	Occ. Ed.
7.	Dorothy Keenan	Home Ec. Ed.
8.	Maxine Rosenbarger	Occ. Ed.
9.	Roger Luft	Business Ed.
10.	Richard Boss	Occ. Ed.
11.	Don Beggs	College of Ed.
12.	Lillian Greathouse	S.T.C.
13.	Malvin Moore	Ed. Leadership
14.	Bob Buser	Ed. Leadership
15.	John Uvans	College of Ed.
16.	Sharon Weaver	Occ. Ed.
17.	Amy Robinson	Business Ed.
18.	Ray Bittle	Occ. Ed.
19.	John Sachs	Special Ed.
20.	David Nitz	Special Ed.
21.	Annette Coorts	Occ. Ed.
22.	Cindy Schloss	Occ. Ed.
23.	Ron Stadt	Occ. Ed.
24.	Carolyn Diggs	Occ. Ed.
25.	Sandra Obilade	Occ. Ed.
26.	Robert Klemm	S.T.C. Elect.
27.	Jim Humphries	S.T.C.
28.	Jackie Helliman	College Human Resources

APPENDIX B

Locally Directed Evaluation Model Workshop

Student Center, Ohio Room, November 13, 1980

Agenda

9:00	Introductions and Welcome
9:10	Workshop Objectives and Procedures
9:20	Introduction to Locally Directed Evaluation: Making It Work
10:20	Break
10:30	Deciding What to Evaluate, How to Evaluate It, and Whom to Involve
11:45	Break
12:00	Lunch
1:00	How to Do Specific Evaluation Activities
2:00	Utilizing Results: Involving the Right People
3:00	Dismissal

APPENDIX C

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
Occupational Education Program

M E M O

TO: Liaison Advisory Committee

FROM: Ron Stadt RWS
Vocational Education Studies

DATE: September 17, 1980

SUBJECT: Workshop: Locally directed evaluation Model (LDEM)

As indicated in our memorandum of July 24, and during your meeting of July 22, the LDEM project has been funded for FY1981. We have taken initial steps on three fronts.

1) The Locally Directed Evaluation Model Workshop will be held Thursday, November 13, 1980 in the Ohio Room of the Student Center.

You will find a reservation form attached. Please complete the reservation form and return to Carolyn Diggs, graduate assistant, Occupational Education.

Based on last year, we recommend that both administrators and instructors attend the workshop to (1) better understand how various evaluation activities can relate to a LDEM, (2) better understand how to involve collegues in evaluation, and (3) better understand how to do certain activities such as employer follow-up or evaluation of instruction, research, whatever.

2) For Vocational Education Studies we are beginning to fit external evaluation demands and internal evaluation activities already on line or in development into a LDEM. Major features of this model are supposed to be transportable to other universities. We will need help on how to assess opportunities for and benefits of relationships with other departments. More on this at later times. Other units are welcome to draw upon project resources to develop LDEM-s.

3) On October 2, we will hold initial discussion with university liaison officers re features of an on-site evaluation system, which DAVTE may use to assist universities with planning, conducting, and evaluating what is done under annual plans. Perhaps SIU-C will volunteer to undergo such an evaluation during FY82.

We need and welcome your input on each of the three fronts. For now you should assure good representation at the workshop on November 13.

RS/dc

Enclosures

Locally Directed Evaluation Model Workshop

Student Center, Ohio Room, November 13, 1980

Tentative Agenda

9:00	Introductions and Welcome
9:10	Workshop Objectives and Procedures
9:20	Introduction to Locally Directed Evaluation: Making it Work
10:20	Break
10:30	Deciding What to Evaluate, How to Evaluate It, and Whom to Involve
11:45	Break
12:00	Lunch
1:00	How to Do Specific Evaluation Activities
2:00	Utilizing Results: Involving the Right People
3:00	Dismissal

RESERVATION FORM

Locally Directed Evaluation Model
Workshop

November 13, 1980

	Name	Department
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
Occupational Education

October 7, 1980

M E M O R A N D U M

TO: VES Faculty

FROM: Ron Stadt RWS

RE: Evaluation Workshop

Please be reminded that Tim Wentling will be conducting a locally directed evaluation workshop from 9:00 a.m. to 3:00 p.m. on Thursday November 13, in the Ohio Room of the Student Center.

It seems especially important that program coordinators attend because they are increasingly involved in evaluation activities. All faculty are welcome and are encouraged to stay the entire time--lunch courtesy of the funded project.

We shall be doing everything possible to gear the agenda to your needs. Please return the bottom portion of this sheet.

To: Ron Stadt

I (we) shall attend the workshop _____

_____.

Topics or concerns I would like treated are:

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
Occupational Education Program

October 23, 1980

M E M O R A N D U M

TO: Dave Sabatino
Sid Miller
Paul Bates
Dave Nitz
John Sachs

FROM: Ron Stadt
Occupational Education
Vocational Education Studies

RE: Locally Directed Evaluation

Under the SIU-C 1 and 5 year voc. ed. plan, I have a grant which is supposed to accomplish three things.

1. Conduct a workshop and subsequently provide consulting services and support services such as print matters to any or all units which participate under the plan.

2. Develop a model for locally directed evaluation in Voc Ed Studies and other willing units, which will be transportable to other universities with DAVTE plans.

3. Develop a model for DAVTE sponsored evaluations/consultations at two of the universities next year.

As you may have learned from the several people who have represented your unit on the University Liaison Council, the workshop which supports the first objective will be conducted on November 13 -- 9-3 with lunch on the project budget. Staff and graduate students who might later conduct one or more evaluation activities, e.g., student follow-up are welcome.

Please be assured that the workshop will be geared to your needs and professionally rewarding--the major presenter, Dr. Tim Wentling from the U of I, has a great deal of experience and did an excellent job with a similar workshop here last spring.

Please consider completing the attached form and returning it as soon as you can.

RWS:jtm

Attachment

RESERVATION FORM

Locally Directed Evaluation Model
Workshop

November 13, 1980

	Name	Department
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

APPENDIX D

LDEM WORKSHOP EVALUATION FORM

DIRECTIONS

Circle the response that best represents your attitude toward each sub-question under the key question by indicating SA--strongly agree; A--agree; D--disagree; and SD--strongly disagree.

KEY QUESTION 1. Did Introduction to Locally Directed Evaluation provide an adequate base?

5	6	0	0		
SA	A	D	SD	1.1	The introduction adequately defined evaluation.
0	1	3	7		
SA	A	D	SD	1.2	The introduction did not build a rationale for evaluation.
4	7	0	0		
SA	A	D	SD	1.3	Hearing the state and national perspectives of evaluation was of interest.
1	2	3	3		
SA	A	D	SD	1.4	Not enough time was spent on this topic.

KEY QUESTION 2. Did "Designing a Locally Directed Evaluation System" provide ample experience and orientation?

7	4	0	1		
SA	A	D	SD	2.1	Simulation experiences are a good avenue for learning.
3	8	1	0		
SA	A	D	SD	2.2	We had adequate instructions for our small group work.
4	7	2	0		
SA	A	D	SD	2.3	The importance of a group leader in developing an evaluation system was seen.
4	6	1	0		
SA	A	D	SD	2.4	The simulation helped in realizing the need for an evaluation plan.
6	5	0	0		
SA	A	D	SD	2.5	The simulation stressed the need for the use of key questions.
4	8	0	0		
SA	A	D	SD	2.6	I understand the format of the LDE materials.
4	8	0	0		
SA	A	D	SD	2.7	Activity #1, Developing an Evaluation System, was adequatley covered.
5	5	0	2		
SA	A	D	SD	2.8	The film presentations contributed positively to the workshop.

KEY QUESTION 3. Were the workshop objectives achieved?

5	7	1	0		
SA	A	D	SD	4.1	I realize the requirements for vocational program evaluation.
2	8	1	1		
SA	A	D	SD	4.2	I am aware of how state directed reviews impact on local programs.
1	7	1	1		
SA	A	D	SD	4.3	I understand how the state directed system is designed.
0	8	0	1		
SA	A	D	SD	4.4	I can see how to use state directed review instruments to look at my own programs.
1	5	1	0		
SA	A	D	SD	4.5	I know how I will initiate the development of an evaluation system in my LEA.
2	10	0	0		
SA	A	D	SD	4.6	I know how to use the LDE materials.
7	5	0	0		
SA	A	D	SD	4.7	I think this workshop was worth my time.

Please make suggestions for using Wentling's time and other project resources.

APPENDIX E

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
Occupational Education Program

October 23, 1980

M E M O R A N D U M

TO: Irene B. Hawley
Rehabilitation Institute

FROM: Ron Stadt RWS

RE: Locally Directed Evaluation

After talking with Steve Meyer yesterday, I felt obligated to share the following with you because it may bear on work you are doing for your department.

Under the SIU-C 1 and 5 year voc. ed. plan, I have a grant which is supposed to accomplish three things.

1. Conduct a workshop and subsequently provide consulting services and support services such as print matters to any or all units which participate under the plan.

2. Develop a model for locally directed evaluation in Voc Ed. Studies and other willing units, which will be transportable to other universities with DAVTE plans.

3. Develop a model for DAVTE sponsored evaluations/consultations at two of the universities next year.

As you may have learned from the several people who have represented your unit on the University Liaison Council, the workshop which supports the first objective will be conducted on November 13 -- 9-3 with lunch on the project budget. Staff and graduate students who might later conduct one or more evaluation activities, e.g., student follow-up are welcome.

Please be assured that the workshop will be geared to your needs and professionally rewarding--the major presenter, Dr. Tim Wentling from the U of I, has a great deal of experience and did an excellent job with a similar workshop here last spring.

Please consider completing the attached form and returning it as soon as you can,

RWS:jtm

Attachment

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
Occupational Education Program

M E M O R A N D U M

TO: Locally Directed Evaluation Workshop Participants

FROM: Ron Stadt RwS

DATE: November 11, 1980

RE: Date, Time & Place Reminder

Please be reminded that Tim Wentling will be conducting a locally directed evaluation workshop from 9:00 a.m. to 3:00 p.m. on Thursday, November 13, in the Ohio Room of the Student Center. Lunch, courtesy of the project, will be at 12:00 in ballroom C.

RS/dc

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
Occupational Education Program

December 3, 1980

M E M O R A N D U M

TO: LDEM Workshop Participants

FROM: Ron Stadt/Carolyn Diggs

RE: Workshop Evaluation/Subsequent Activities

Please complete the enclosed evaluation form and return in the pre-addressed envelope.

We are responsible to serve you in at least two ways:

(1) The project has a sizeable library of books and how-to-do-it materials re many kinds of evaluation. You can borrow these. And we have a samll fund for purchasing print materials for you.

(2) We have money to bring Dr. Wentling back for consulting. We might arrange to employ other consultants. The project staff is also available for consultation.

Please call or write as soon as possible re the above or other concerns re evaluation.

RWS:jtm

Enclosure

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
Occupational Education Program

M E M O

TO: VES Faculty, Carbondale

FROM: Ron Stadt RWS

DATE: September 18, 1980

SUBJECT: Locally Directed Evaluation Workshop

The attached is probably self explanatory. I hope that many of you will protect November 13 and attend. The more of us who are expert on evaluation systems and activities the more we can be successful as a department and individuals.

It is increasingly important that we have expertise in evaluation in each program area. Witness the demands of SBE and other external agencies that we do local (internal) evaluation activities.

RS/dc

Attachment

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
Occupational Education

October 7, 1980

M E M O R A N D U M

TO: VES Faculty

FROM: Ron Stadt RWS

RE: Evaluation Workshop

Please be reminded that Tim Wentling will be conducting a locally directed evaluation workshop from 9:00 a.m. to 3:00 p.m. on Thursday November 13, in the Ohio Room of the Student Center.

It seems especially important that program coordinators attend because they are increasingly involved in evaluation activities. All faculty are welcome and are encouraged to stay the entire time--lunch courtesy of the funded project.

We shall be doing everything possible to gear the agenda to your needs. Please return the bottom portion of this sheet.

To: Ron Stadt

I (we) shall attend the workshop _____

_____.

Topics or concerns I would like treated are:

Ron-Lee! You get stop kidding Li

Technically Speaking

Edited for faculty and staff of the School of Technical Careers by Lillian Greathouse, Assistant Dean for Academic and Personnel Services.

Newsletter No. 13 October 8, 1980

WORKSHOP: LOCALLY DIRECTED EVALUATION MODEL

Dr. Ron Stadt from Vocational Education Studies will be conducting a workshop on Locally Directed Evaluation Model on Thursday, November 13, 1980. The workshop topics will include--Introduction to Locally Directed Evaluation: Making It Work; Deciding What to Evaluate, How to Evaluate It, and Whom to Involve; How to Do Specific Evaluation Activities; and Utilizing Results: Involving the Right People.

Those people interested in attending the workshop should contact Lillian Greathouse by November 1, 1980.

SOUTHERN ILLINOIS COLLEGIATE COMMON MARKET ANNOUNCES MINI-GRANTS

The Southern Illinois Collegiate Common Market has announced a competition for mini-grants of $300 each. Twenty awards will be made. The grant can be use for:

1. Curriculum and course design
2. Test construction and evaluation
3. Simulation and exercise
4. Team and interdisciplinary teaching
5. Faculty exchange
6. Use of consultants
7. Workshop or institute attendance
8. Mythological renovation/experimentation

In order to apply, complete the official mini-grant application. A copy can be obtained from Toni Lenzini in the STC Dean's Office. The application must be in the Dean's Office by Thursday, October 16, 1980.

HAVE YOU MOVED RECENTLY?

While working on the update for the University Telephone directory, we realized that many faculty and staff have failed to officially notify the University of their new address by completing payroll cards. This can easily be corrected by requesting new cards from Karen Banks, Personnel Data Secretary, in Room 221. Failure to do so will result in a delay in the receipt of your W2 forms necessary to complete Income Tax Returns.

McDOUGLE PUBLISHED

Larry McDougle, Director of the Division of Baccalaureate Studies, has an article appearing in the October, 1980, issue of SUPERVISION: THE MAGAZINE OF INDUSTRIAL RELATIONS AND OPERATING MANAGEMENT. The magazine is published by the National Research Bureau. The article is entitled "Flex Time: Implications for the Supervisor."

APPENDIX F

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
Occupational Education Program

M E M O R A N D U M

TO: University Liaison Council
John Washburn
Richard Hofstand
James Haire

FROM: Ronald W. Stadt RWS

DATE: February 3, 1981

RE: Planning for On-Site Evaluations

Your chairperson has graciously allocated an hour of your busy agenda for February 25 to discussion of plans for conducting on-site evaluations of efforts under Short and Long Range Plans.

The enclosed draft documents were prepared with our previous conversations, Guidelines and Specifications for preparing a University Short and Long Range Plan for Adult, Vocational and Technical Education, materials Tim Wentling and I used and generated during an on-site at the University of Louisville several years ago, the 1981 DAVTE Team Member Handbook, and selected documents on vocational education R and D before me. The Team Member Handbook provided format and terminology. Many of the determinations were suggested by Guidelines . . . Of course, my experiences in liaison and project work and as a team leader influenced this effort. It now needs your influence.

The Chronology of Events shows only the major activities. We could add a great deal more detail but chose not to at this point. Things such as type and number of team members and number of days for interviews and writing have to be worked on for each agency. Many things cannot be decided until we make decisions re the primary goals and determinations and interview tasks.

I will interpret the Chronology of Events on February 25 and take your reactions.

Please examine the rest of the Team Member Handbook draft and prepare comments. Please keep in mind that we can get no more out of evaluation for adult and vocational education than we put in. At this stage we have to put in statements which will give teams license to examine the kinds of things you would like to improve. Be assured that team leaders will be advocates of

adult and vocational education research and development generally and on your campus specifically. Team members will be oriented to this consultative frame of mind. The thrust of the process and the reports will be to get for adult and vocational education more than they have now of what ever they need to improve (tangibles and intangibles).

As you study the draft in this light, note things which are missing, over stressed, under stated, not appropriate, whatever. It may be helpful for you to think about warm fuzzies and recommendations for better allocations you would like to see in an evaluation of your shop and then look to see whether one or more interview tasks will cause a team to examine relevant matters and write recommendations which will help you.

Certainly you should keep in mind the fact that universities will not be compared and contrasted. We don't and can't do this with schools and colleges and teams will not have a data base for doing so with universities. The overriding concern of the entire process will be to assist improvement of effort under respective Short and Long Range Plans.

I have several specific questions:

1. Are some of the interview tasks unnecessary, overlapping, unfair, poorly worded?

2. Should interview tasks be added?

3. Should their be opportunity to add interview tasks for use at a given institution?

4. Who is eligible for the team leader role? Do we have to go out-of-state?

5. How shall we nominate and select team members?

6. Which institutions would accommodate pilot tests of the system during 1981-82?

RWS/dc

Enclosure

DRAFT FOR DISCUSSION

Chronology of Events of an On-Site Evaluation

University Occupational Education Coordinator

1. Identify people to be interviewed and times when available.
2. Assure availability of various documents. None will be prepared especially for an evaluation. Some will be duplicated for sending to team members. Others will be available in a team work room.
3. Work with DAVTE contact person and team leader to decide type and number of team members.

Project director/DAVTE contact person

4. Select team leader and team members.
5. Secure motel accommodations.
6. Inform team members re mechanics.
7. Plan interview schedules.

Team Leader

8. Orient team and University Occupational Education Coordinator during evening before first day of interviews.
9. Supervise team--interviews, document examination, etc.
10. Manage report writing. (DAVTE contact person observes).

Team Leader/DAVTE contact person

11. Conduct summary conference.

Project Director

12. Have report duplicated.
13. Improve evaluation system.

DRAFT FOR DISCUSSION

Team Member Handbook

Inside of cover will have material re how to conduct good interviews.

A. University Short and Long Range Planning and Evaluation

Primary Goal

Determine the adequacy of planning and evaluation processes facilitated by the University Occupational Education Coordinator.

1. Determine the adequacy of the locally directed system for evaluating planning, conduct, evaluation, and reporting of activities identified in the University Short and Long Range for Adult, Vocational and Technical Education.

 (D)* Short and Long Range Plan, minutes of liaison committee meetings, annual reports, sample prospectuses, proposals, project reports.

 (ID)** Administrative officers shown on administrative structure, liaison committee members, project directors, and other persons in participating units.

2. Determine the extent to which opportunities for participating in planning and subsequent activities are communicated to administrative and professional personnel in units which can contribute to adult, vocational and technical education via research, development, and special professional development projects.

 (D) Memoranda etc.

 (ID) Administrators, professional personnel, especially persons not presently working on projects.

3. Determine how results of locally directed evaluation activities have affected work of University Occupational Education Coordinator and other key personnel.

 (D) Results of evaluation activities, e.g., assessment of professionals' knowledge of funding opportunities, DAVTE policies, etc., formal assessments of liaison personnel performance, Short and Long Range Plan.

 (ID) Advisors and liaison project personnel.

4. Determine whether planners utilize information from internal and external needs assessments and DAVTE directives, priorities, and the like.

 (D) Internal assessments which describe strengths and needs re functions such as personnel, facilities, and special learning opportunities. Measures of professionals' needs in the university service area(s).

*D equals documents available for team reviews.
** ID equals interview data

(ID) Liaison project personnel, other project directors.

5. Determine the adequacy of procedures for determining university mission, goals, and objectives statements in the University Short and Long Range Plan.

(D) All of above.

(ID) All of above.

6. Determine the adequacy of procedures for generating continuation projects and prospectuses for the University Short and Long Range Plan.

(D) All of above.

(ID) All of above.

7. Determine the appropriateness of projects proposed and funded in light of University/DAVTE missions, goals, and objectives:

(D) All of above and project proposals and reports.

(ID) All of above.

B. Attainment of Funding Agreement Objectives.

Primary Goal

Determine the scope, quality and effectiveness of activities under the University Occupational Education Coordinator funding agreement.

1. Determine the adequacy and balance of efforts to achieve the liaison, objectives.

 (D) Funding agreement, print and other materials related to liaison objectives, other planning and assessment documents, annual report to DAVTE.

 (ID) Liaison and DAVTE personnel, interns, university faculty and administrators, heads of vocational teacher education units and related personnel.

2. Determine the adequacy and balance of efforts to achieve the leadership intern objective.

 (D) Funding agreement, print and other dissemination materials.

 (ID) Liaison and DAVTE personnel, interns, potential interns, graduate advisors.

3. Determine the adequacy and balance of efforts to achieve the university faculty development objective.

 (D) Funding agreement, minutes of liaison committee meetings, memoranda, meeting minutes, and the like of respective departments and schools and colleges; documents submitted to central administration; responses.

 (ID) Faculty and subsequent levels of administrators.

4. Determine the adequacy and balance of efforts to achieve the teacher recruitment/retraining/retention objective.

 (D) Funding agreement; related materials of liaison committee and respective units, print materials.

 (ID) Faculty and students, program leaders, admissions and career planning and placement personnel.

5. Determine the adequacy of systems which generate actual and estimated enrollments.

 (D) University Short and Long Range Plan, internal reports, advisement and admissions and records/alumni office data.

 (ID) All of above.

C. Support Services

Primary Goal

Determine the adequacy of services which support financial management and related functions, reporting, and other functions of the funding agreement and other DAVTE projects.

1. Determine the adequacy of central and project-level financial oversight and accounting.

 (D) DAVTE auditors' reports, central and project-level financial records, procedures manuals.

 (ID) Project directors, fiscal management personnel.

2. Determine the adequacy of procedures for purchasing and disbursements.

 (D) Procedures manuals, project records.

 (ID) Project directors, purchasing and disbursement personnel.

3. Determine the adequacy of internal services such as duplicating, printing, computing, and transportation.

 (D) Policy and procedures booklets, samples of work.

 (ID) Project directors, heads of support services units.

4. Determine the adequacy of central and liaison office library services.

 (D) Evidence of holdings related to vocational education.

 (ID) Project directors, acquisitions and other library specialists.

D. Personnel

Primary Goal

Determine adequacy of personnel and personnel development for liaison office and key personnel on the administrative structure.

1. Determine the adequacy of liaison office personnel and their development programs--preparation and familiarity with adult and vocational education, allocation of time, overall image and effectiveness.

 (D) Funding agreement, projected needs.

 (ID) Liaison personnel, administrative superiors, heads of major, related units, advisors.

2. Determine the adequacy of personnel selection and development for DAVTE funded project work.

 (D) Project proposals and records.

 (ID) Liaison personnel, administrators, professors and other project personnel.

E. Project Management

Primary Goal

Determine the adequacy of the administrative structure and its effectiveness in assuring access to and equity for appropriate units and employees.

1. Determine the operational effectiveness of the administrative structure and communication as it affects functions specified in Short and Long Range Plan.

 (ID) Persons on the structure depicted in the plan, faculty.

2. Determine adequacy of central administrations' and support service managements' support for functions specified in Short and Long Range Plan.

 (ID) As above.

3. Determine the effectiveness of the internal public relations program for adult and vocational education.

 (D) Public relations materials.

 (ID) As above.

4. Determine effectiveness of affirmative action vis-a-vis employment on DAVTE-funded projects.

 (D) Affirmative action plan, etc.

 (ID) As above and affirmative action/title 9 officer(s).

F. Resource Allocation

Primary Goal

Determine the adequacy of resources allocated for the Funding Agreement objectives and other DAVTE-funded projects.

1. Determine whether individual loads assure that personnel are available for project work as designated in funding agreements.

 (D) Funding agreement.

 (ID) Project directors and immediate superiors.

2. Determine whether space and equipment allocations are equitable in light of agency standards for regular and special, contractural efforts.

 (D) Memoranda, etc. re allocations.

 (ID) Project directors, space and inventory managers, administrators.

3. Determine adequacy and equity of allocation of special resources, e.g., tuition and fees waivers, matching funds, graduate assistantships, released time.

 (D) Funding agreements.

 (ID) University Occupational Education Coordinator, project directors past and present.

4. Determine effectiveness of advisory committee(s).

 (D) Plan, committee(s) minutes, plans of work.

 (ID) Vocational educators.

5. Determine effectiveness of relationships with other agencies (near and far) to pursue the work of DAVTE-funded projects.

 (D) Project proposals.

 (ID) Project directors, state and local agency personnel.

REPORT FORMAT

